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DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION
MANILA

NINTH ANNUAL REPORT

OF

THE DIRECTOR OF EDUCATION

JULY 1, 1908, TO JUNE 30, 1909

MANILA
BUREAU OF PRINTING
1909

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NINTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.

MANILA, August 1, 1909.

The Honorable,

the SECRETARY OF PUBLIC INSTRUCTION,

Manila, P. I.

SIR: I have the honor to submit the Ninth Annual Report of the Director of Education. The school term herein reported upon commenced June 7, 1908, and ended April 3, 1909. Judged from nearly every standpoint, this was the most successful term in the history of the Bureau of Education. The number of primary schools rose from 3,701 to 4,194; there were enrolled during the school term no less than 570,502 children, of whom 350,643 were boys and 219,859 were girls. In the single month of February 437,735 children were in attendance,—the largest enrollment ever had in one month. This figure would have been exceeded in March had not the primary schools in the Province of Sorsogon been closed for normal institute. The corps of Filipino teachers was increased from 6,620 to 7,949.

This recent progress brings us measurably closer than ever before to a complete system of primary public schools. As is generally understood, the first and earliest duty imposed upon the Bureau of Education was the organization of such a school system, adequate to give elementary schooling to the entire Christian population; and in recent years the success of school work has been measured by its approximation to this standard. The plan for the realization of this purpose was outlined in 1904 at the division superintendents' convention of that year, and was published in the courses of study prescribed by the Director of Education. This primary instruction was made as short as was believed to be consistent with practical results to the children. At first it was only three years but in 1907 it was extended to four years.

The problem of comprehensive primary instruction may be discussed about as follows: In 1903 the Christian population was found by census to number 6,987,686 souls. It is now estimated to be about 7,500,000. The "school population" in the United States and elsewhere is commonly reckoned to include all children and youths between the ages of 5 and 18. Using the same percentages in the Philippines that have been determined for the United States, there should be about 2,100,000 of the population between these years of age. It must be borne in mind, however, in talking about school population, that probably in no country, and certainly not here in the Philippines, is it aimed to keep under constant instruction this entire fraction of the population. Modern systems of

general education are satisfied with much less than this. In the United States, for instance, while in 1907 the school population was estimated at over 24,000,000 there were actually enrolled in the common schools of the Union less than 70 per cent of this number, or 16,890,000 children, and in 1900 the amount of schooling obtained by the average American citizen was only 4.1 years. In the United States the common or grammar school course covers eight years but the average child actually completes only a little over one-half of it. Here in the Philippines our primary course is only four years in length, but the aim is to have all children complete all of it. If, as we calculate, there are 2,100,000 children and youths between the ages of 5 and 18, our primary course being only four years, or one-third of this period of twelve years, the realization of our object only requires the regular attendance of one-third of these children, or about 700,000.

A year ago division superintendents made a careful study of their respective divisions, considered the school needs of every barrio and hamlet and reported upon the number of schools and teachers required to supply primary school facilities to the entire population. The compilation of their reports showed a total need of approximately 5,000 primary schools and of 9,000 teachers, but this number of schools and teachers would be adequate to teach 700,000 children only by imposing an average of 77 pupils upon each teacher; and I am of the opinion that after our primary schools numbered 5,000 there would still be hamlets and *sitios* beyond the reach of any primary school. A more liberal estimate would call for 6,000 primary schools and 12,000 teachers. That such a system could rapidly be created if sufficient resources were provided I have not the slightest doubt. The rapid growth of our school system in the nine years since the organization of the Bureau of Education is a demonstration of what has been done even with fluctuating and inadequate resources and without the aid of compulsory attendance. The following figures show the growth of the primary school system in recent years:

Year.	Public Primary Schools.	Filipino teachers.	Highest monthly attend- ance.
1903	*2,000	3,000	150,000
1904	2,233	3,854	1227,600
1905	2,727	4,036	311,843
1906	3,166	4,719	375,554
1907	3,435	6,141	335,106
1908	3,701	6,804	359,738
1909	4,194	7,949	437,735

^a Estimated.

^b March.

^c February.

From this it will be seen that the primary school work has built up steadily and that an almost even advance has taken place in the establishment of primary schools, in the training of Filipino teachers and in the growth of attendance.

The actual enrollment during the last year was 570,502 children and it represents about 7.5 per cent of an estimated population of 7,500,000. This is not a bad attainment even when compared with the status of public instruction in Europe and America. The last annual report of the Commissioner of Education for the United States gives the figures of school enrollment for a large number of countries, taken from statistics for the year 1906. In the United States for the year 1906-7 the children enrolled in elementary schools throughout the Union constituted 19.75 per cent of the total population. The country in Europe with the largest percentage of population in elementary schools was Switzerland, 18.6 per cent. The German Empire as a whole reported 17 per cent of its children; France, 14.2, including private as well as public schools; Belgium, 12.2; Spain, 10.5; Bulgaria, 9.9; Greece, 8.7; Italy, 8.1; Servia, 4.5; Portugal, 4.4; Russia, 3.7. Great Britain and Ireland have about 16.5 per cent, and Japan 11.2 per cent. Of Spanish-American states, Argentina leads with 9.6 per cent; Cuba has 7.2 per cent; Uruguay, 7.1; Costa Rica and Paraguay, 6.5; Chile, 6; Ecuador, 5.5; Bolivia, 2.5; Peru, 2.3; Venezuela, 1.5. From these figures it appears that in the proportion of children under elementary instruction, the Philippines are in the lead of a number of European states although by no means abreast of those countries which may be considered to have an adequate and modern system, and they surpass every Spanish-American country except Argentina.

The proportion between the sexes in attendance upon the primary schools is about three boys to two girls. Of the total enrollment for the year, 334,205 were boys and 215,402 were girls. This proportion of girls is by no means maintained however in the intermediate and high schools, where the boys much exceed the other sex.

The Filipino child who attends school regularly gets considerably more schooling in the course of a year than in some other countries. In the United States the average length of the school year is about 152 days; in the Philippines the school year is forty weeks or a total of 200 actual days of school. Of these forty weeks, however, it is customary to take four and sometimes more in each province for a teachers' institute during which primary schools are closed but not intermediate and high schools. The school year opens about the middle of June and terminates about the end of March. The enrollment for each month of the past year follows: June, 263,653; July, 356,984; August, 390,990; September, 413,446; October, 400,187; November, 316,224; December, 169,707; January, 393,910; February, 437,735; March, 434,952. In June and in July and again in December normal institutes were general, but there was no normal institute anywhere in August, September, January, or February. On school division (Sorsogon) held its institute in March. The enrollments for August, September, January, and February represent the full operation of the primary school system; in the other

months school institutes were open somewhere with consequent suspension of primary school work.

"School attendance" is calculated on the basis of monthly enrollment. There was an average of 85 per cent for the Archipelago. Manila led with 97 per cent; Nueva Vizcaya had 90; Union, Tayabas, and Tarlak, 89. In eight divisions the attendance was below 80 per cent; Bataan, Pampanga, and Bulakan, 79; Ilocos Norte, Pangasinan, and Isabela, 76; Cavite, 75; and Sorsogon, 68. In the intermediate and high schools attendance is excellent, seldom falling below 90 per cent anywhere. The numbers in the higher grades of the primary course were a little higher than formerly but not nearly what they should be. Taking the figures for February, there were in Grade I, 280,816 children attending; Grade II, 87,686; Grade III, 35,438; Grade IV, 17,795. These figures can be compared with those of March, 1908, when there were in Grade I, 233,020; Grade II, 81,604; Grade III, 30,899; Grade IV, 14,215. The large enrollment in Grade I and the rapid diminution in the succeeding grades show two things: first, that a considerable proportion of the children fail to pass the examinations for promotion, supposedly due in large part to their irregular attendance; and second, that a very large number do not continue in school for more than one or two years.

COMPULSORY PRIMARY EDUCATION NEEDED.

The greatest defect in the present primary school system is that it does not hold the child steadily in school until the course is completed. In previous reports the necessity of a law requiring continuous attendance at school has been urged. The reluctance of the Commission to approve a law empowering municipalities to enforce attendance is not understood. Such an Act passed the Philippine Legislature during the last session, but was voted down in the Commission. It was certainly desirable that such an Act should proceed from the popular house rather than from the Commission, and it is intelligible that the Commission should have desired to wait until the Filipino people themselves could inaugurate or participate in such legislation; but when the friends of the public school in the Legislature had secured the passage of an Act through that body, there would seem to have been no reason for further indifference or opposition.

The decrees providing for public instruction in the Philippine Islands under the Spanish Government made obligatory the instruction of boys and girls between the years of 6 and 12, and a variety of subsequent decrees enjoined provincial and local authorities to see that this compulsory attendance was obtained. Hence at the commencement of American occupation the idea of obligatory attendance at school was familiar to municipal authorities, and for some years municipal governments believed they were authorized by legislation still in vigor to pass ordinances requiring the attendance of children at school, and did so.

In August, 1902, an opinion of the Attorney-General held that such action on the part of municipal authorities was *ultra vires*. The question has never been determined by a court, but since the above-stated opinion was given superintendents and teachers have not felt at liberty to request the coöperation of municipal authorities in compelling attendance at school.

Every Christian state which has a progressive school system has an effective compulsory attendance law. In Japan the law is especially strict. Why should it be expected that here in the Philippines the public schools will thrive without an assistance which in Europe and America has been proved indispensable? The recommendation of a year ago is respectfully renewed, that a law be enacted authorizing municipal councils to require regular attendance upon some school, either public or private, of every child not younger than 8 nor older than 15 who has not already completed the primary school course or its equivalent. Such an act could work no injury to private institutions. It would not create economic hardship. It would insure a continuous attendance of children at the age when they are best fitted to acquire the rudiments of education.

INTERMEDIATE SCHOOLS.

At the end of the school year there were 193 schools giving intermediate instruction. In them were enrolled 18,502 pupils, of whom 14,495 were boys and 4,007 girls. These intermediate schools are somewhat unevenly distributed; there are no less than 18 in the Province of Iloilo; 11 in Occidental Negros; 9 in Bulakan, and 9 in Laguna; 8 each in Nueva Ecija and Batangas; 7 each in Tarlak, Pangasinan, Ilokos Sur, and Sebu. The strong demand for these schools and the fact that there are no established sources of maintenance for them has been pointed out in previous reports, and particularly in the report made a year ago. With the increase in number of young people fit to take intermediate instruction, the demand for the establishment of intermediate schools becomes more and more insistent. There are at the present time 685 municipalities in the Philippines, and the time will probably come when every one of these towns will want an intermediate school. As it is at present, a majority of young people are obliged to leave their homes and go to live in other towns to obtain intermediate instruction. Their living expenses while away from home vary greatly in the different provinces, but I suppose would commonly be about ₱12 a month. This for a poor family represents a considerable sacrifice, and thus the requests multiply for additional intermediate schools. Intermediate schools, however, are much more expensive to conduct than primary schools; a considerable proportion of the teachers must still be Americans, while the shop, agricultural, and housekeeping instruction call for special teachers, and special equipment. An intermediate school also requires its own grounds and building or buildings, the construction of which it is difficult

to finance. For all of these reasons the development of the intermediate school system must be slow unless some source of maintenance for them is provided.

The instruction in intermediate schools has now been specialized so as to give pupils the opportunity of a training in shop work, farming, domestic science, in preparation for teaching or for business. When the intermediate school course was first developed, it was aimed to give it a distinct and practical character and it was provided that the boy and girl should receive instruction not only in common branches, but in elementary science and in such subjects as agriculture, toolwork, mechanical drawing, and housekeeping. But the effort to include all of these subjects in the intermediate training of every pupil resulted in overloading the course and in giving an insufficient training in the branches pursued. Hereafter the pupil who has completed the primary course and gained the fundamental knowledge of reading, writing, and ciphering will be allowed to choose what his further studies shall be and to what they shall lead.

Such a specialization of intermediate instruction would seem to be highly desirable. In the United States the ordinary eight years' public school course conducts the boy or the girl to no special calling, and this is one cause at least of the great falling off from attendance in the last grades of school. The average child in the United States goes no further than the fifth or sixth grade; his schooling trains him to no particular kind of usefulness and on leaving school he enters the class of unskilled and untrained labor. These considerations suggest that not merely here in the Philippines but in the United States as well, the specialization of instruction in the last grades of the grammar school course would be beneficial. The intermediate courses now provided by this Bureau are the following: the general course, the course for teaching, the course in farming, the course in tool-work, the course in housekeeping and household arts, the course for business.

Each of these courses occupies three years; certain studies—reading English grammar and composition, arithmetic, and geography—run through them all. In the course in farming, three hours daily are spent in gardening and plant nurseries, field work on staple Philippine crops, and the care and use of farm animals. In the course in tool-work, three hours a day are given to shop practice. In the course in housekeeping and household arts, three hours a day are given to loom weaving, spinning, dyeing and embroidery, cutting and fitting of garments, housekeeping, plain cooking, physiology and hygiene, nursing, the care of infants, sick diet and infant diet. In the course for business, in addition to the grammar school subjects, are taught handwriting and plain lettering, spelling and dictation, typewriting, bookkeeping, business correspondence, and commercial geography.

The course in teaching is designed to produce primary school teachers. For many years normal school and high school graduates who choose teaching will be needed in intermediate schools, where they take the place of American teachers. It will be long before such highly trained teachers can be obtained for primary school positions. The best we can do then is to fit the intermediate graduate to teach in the primary school and there to continue his training through supervision, correspondence-study, and instruction at normal and vacation institutes. The course in teaching provides two years' instruction in music and drawing, a year of advanced instruction in native arts and industries which are taught to pupils in the primary schools, a year of agriculture and gardening or of housekeeping, physiology, and hygiene, a year of Philippine history and government; and in the third year, two periods daily in school management and in practice teaching.

It will be seen that the aim of the intermediate instruction is not so much general cultivation as practical training for some useful occupation. The boy or the girl who finishes the intermediate course has a considerable degree of proficiency for the work of a teacher, a nurse, a housekeeper, a carpenter or blacksmith, a farmer or an office employee. Not only are these pupils prepared to do something useful, but they do it. With few exceptions pupils who complete an intermediate course and do not go on with secondary studies, find immediate and remunerative employment. A year ago division superintendents were called upon to report the occupations and the success of all the pupils in their divisions who had graduated from intermediate schools. The information furnished was discussed in the last report of the Director.

The prescribed courses of study were more nearly realized last year than before. Uniform examinations are given under identical conditions to all pupils throughout the Islands. These examinations help to keep the work in all divisions up to a chosen standard. In nearly all divisions, the primary school work in native arts and industries is well established. This work includes mat weaving, hat braiding, basket construction, and similar exercises founded upon arts indigenous to the country.

In the intermediate courses the agricultural work, shop work, mechanical drawing, and domestic science are given in the intermediate departments of nearly all the provincial high schools. Twenty-one of these high schools have excellent shop equipment, including explosion engines and machine tools; twenty of them have constructed permanent shop buildings; eight have buildings for domestic science instruction. The teaching of agriculture has been less satisfactory than that of shop work. The reason is mainly the unsatisfactory state of scientific agriculture in the Philippines at the present time. Few experiments in agricultural improvement made since the American occupation have

been successful. In nine cases out of ten the surest method of securing a crop with the least economic expenditure and the least chance of loss is the mode of husbandry practiced by the native. Instruction in agriculture is given nevertheless at school farms and intermediate and high schools. The life and growth of plants is taught in the first year of the intermediate school, and is followed by a course in elementary zoölogy which prepares the way for agricultural entomology and agriculture. Aside from school gardening and the cultivation of kitchen vegetables, of which there is a great deal, agricultural teaching aims at making a few specific points; the inclosing of agricultural land; permanent improvements to the soil; irrigation; fertilizing; and the better application of animal power. It is not sought to introduce new agricultural products except vegetables, study being confined to the present staples.

By school gardens much good has been accomplished in improving and diversifying the diet of the common people. In some provinces a comprehensive plan has been carried out and every primary school plants and cultivates garden beds. As a result, the native markets, which six or seven years ago had nothing of the kind to offer, are now full of vegetables.

Nothing said here is intended to disparage agricultural instruction but it is said only to indicate the difficulties of producing striking results in this branch. The best farm that I have seen in the Philippines is one tilled and cultivated by a Filipino young man who is an ex-teacher. He has it well inclosed, irrigated, beautifully tilled, and practices a rotation of crops, alternating sugar cane, rice, and tobacco. His success is due to the application of intelligence and experience gained in considerable part at least in the public schools. As the agricultural masses secure a common school education, they will become willing to adopt such improvements in agricultural methods as are clearly demonstrated. The greatest influence of the public schools upon agriculture will always be indirect and not direct. Very little improvement can be expected of the illiterate, ignorant, suspicious and conservative peasant but the boy who completes even a primary course of study will be found to make a very different sort of farmer.

SECONDARY INSTRUCTION.

Secondary courses were given last year in thirty-seven schools to 1,802 students, of whom 310 were young women. The instruction at present is given almost entirely by American teachers; the classes are small and the expense correspondingly large. The justification of secondary instruction and of the expenditures it occasions is the imperative demand for this people of trained and disciplined leaders and thoroughly prepared professional men.

AMERICAN TEACHERS.

During most of last year there were about 700 American teachers on duty under regular appointment and some 120 American teachers temporarily employed. At the close of the year, 19 resignations took place and 117 teachers went on leave. Owing to the anticipated reduction of the appropriation for the coming year, very few teachers were offered appointment in the United States and accordingly at the opening of the present school year our force is more reduced in number than it has been at any time since its original organization in 1901. We have at the present writing 720 American teachers under regular appointment, but of this number 110 are still on leave in the United States and a considerable proportion of them will not return.

There is no longer much difficulty in securing a desirable class of appointees in the United States. There has been a large eligible register of both men and women teachers during the past year and less difficulty is experienced in securing a desirable class of teachers than formerly. The experience received by an American teacher in his extensive travel in the Archipelago, his intimate association with the people, his knowledge of local administration and general conditions make him an especially desirable man for almost any branch of the Government. Few other Bureaus make a practice of selecting men in the United States and bringing them here. Consequently the teaching service is the recruiting ground for most of the other Bureaus of the Government. The roster of the Bureau of Civil Service shows that at least 117 ex-teachers are serving the Philippine Government in other Bureaus. Of these the Bureau of Public Works and the Bureau of Internal Revenue each have 12; the Bureau of Lands, 10; the Bureau of Science and the Bureau of Audits, 9; the Bureau of Customs, 8; the Bureau of Agriculture, 7; the Bureau of Posts, 5; the Bureau of Constabulary, 4; the Executive Bureau, 3; the Bureau of Supply and the city of Manila, 2; several other Bureaus, one each. One is judge of a Court of First Instance, one is prosecuting attorney of Manila, and one is Assistant Executive Secretary. The provincial service has twenty-six, including three governors of subprovinces of non-Christian peoples. Five are provincial treasurers.

While this practice of transfer sometimes results to the advantage of the Government as a whole, the Bureau of Education is constantly called upon to part with experienced and competent men whom it can ill afford to lose.

The salaries of American teachers have been bettered in the last year. The present schedule permits the compensation of 1 at ₱4,000; 12 at ₱3,600; 70 at ₱3,200; 100 at ₱3,000; 200 at ₱2,800; 140 at ₱2,600;

215 at ₱2,400; 33 at ₱2,000. Promotion is somewhat slower than it is in other Bureaus.

We still have in the Bureau of Education a large number of teachers whose entrance into the service was contemporaneous with the establishment of this government. Of the directors and superintendents, thirty-one entered the service in 1900 or 1901, four in 1902, and three in 1904.

FILIPINO TEACHERS.

The force of Filipino Insular teachers was increased during the year to 786, of whom 662 were men and 124 women. Of the men 113 were engaged in district supervision; 3 men and 1 woman were giving secondary instruction; 158 men and 50 women were giving intermediate instruction; while 388 men and 78 women were teaching in primary schools. The force of Filipino municipal teachers also was increased, largely by the aid furnished by the Boyles Act (No. 1866).

The last month of the school year there were 6,782 municipal teachers on duty, of whom 4,681 were men and 2,101 were women. Besides these there were 381 *aspirantes*, 291 of whom were men and 90 were women. The average salary of regular municipal teachers was ₱18.15 per mensem, being ₱17.99 for men and ₱18.47 for women, and for temporary teachers it was a little less and no vacation pay. Teachers' salaries vary greatly in different divisions of the Islands, being highest in the city of Manila where regular teachers receive an average of ₱66.63. After Manila the highest salaries are paid in Albay, Bulakan, Camarines, Batangas, Laguna, Palawan, Pangasinan, Pampanga, Surigao, Tayabas, and Rizal, where they receive over ₱20. The lowest average salary is paid in Ilokos Norte, ₱9.73. It is very low also in Oriental Negros, ₱10.55; Union, ₱10.77; Bohol, ₱11.59; and Zambales, ₱11.95. Such salaries do not represent living wages for the teachers. They are less than they were formerly. In 1904 the average salary of municipal teachers was ₱20.76 for men and ₱20.99 for women.

The regular training of Filipino teachers still continues to be an important feature of school work. Daily teachers' classes are not as common as they were formerly, but the vacation institutes were held last year in all but three divisions. Besides these established methods for the instruction of teachers, the Philippine Normal School conducts a correspondence division for teachers of secondary attainments. The spring vacation—April and May—has come to be a time of special effort for teachers' instruction. During the last vacation both the Philippine Normal School and the Philippine School of Arts and Trades had vacation sessions. Besides courses in academic subjects, technical courses were given in hand and loom weaving, hat making, gardening and elementary agriculture, cooking, sewing, woodworking, blacksmithing, wheelwrighting, mechanical drawing, loom construction, town and rural improvement, and other subjects in which Filipino teachers are seeking preparation.

These courses were attended by 1,007 teachers and students, 33 provinces being represented. The Young Women's Dormitory of the Normal School provided living accommodations for 199 of the women.

The Teachers' Camp and Vacation Assembly were held at Baguio again this year in April and May. The camp was even better conducted than the year before and the attendance somewhat larger. During the four weeks of the assembly session 266 people were accommodated, representing 36 school divisions. Six daily lecture courses in the fields of literature, politics, science, and Spanish were given, besides a series of open lectures through the session.

THE AMERICAN CIRCULATING LIBRARY OF MANILA.

The American Circulating Library of Manila is a division of the Bureau of Education. This is the ninth year of its existence and it has been one of growth. The amount of money paid in, the circulation of books, and the readers in its rooms have all been greater than in any previous year. The total receipts amounted to ₱3,483.75; the number of books on the shelves June 30, 1909, was 16,413, besides 9,006 volumes in traveling libraries for the men of the Army, Navy, and Marine Corps outside of Manila; 813 new books were purchased for the library during the year and 273 volumes were donated; the circulation of books during the year was 27,713, to which may be added 531 books issued on reading room cards. The reference and periodical sections of the library were used by an average of 160 readers daily.

SPANISH VERSUS ENGLISH.

I am fully convinced that the language finally to be spoken by the people of these Islands will be a European tongue. When we consider that fifty years before the end of the Spanish rule the Spanish language was scarcely known to the Filipino people at all, that the educational opportunities were at no time adequate and that there was powerful opposition to general enlightenment, it is wonderful how widespread the use and understanding of Spanish became in half a century. The teaching and use of English was introduced into these Islands ten years ago. We have what Spain did not have—a fairly complete system of schools. A half million children are continuously in school and a continually increasing number go out each year equipped with a working knowledge of the English language and coördinate branches. To-day Spanish and English—the one spoken generally by the older element and the other by the younger—divide the field between them. How long Spanish will continue, how long it will be before English dominates, depend in large measure upon the persistence with which present educational efforts are continued and upon the seriousness with which the Government treats the question of English supremacy. Meanwhile every hesitancy on the part of the Government, every encouragement of further education in the

Spanish language, is a mistake. The relationships of the Philippines with Spain and Spanish-speaking people are yearly weakening; with English speaking people, daily increasing. To encourage or continue the teaching of Spanish except as a temporary expedient is as wasteful and will ultimately be as fruitless as it would be to teach Portuguese to the native inhabitants of the Malay Peninsula.

The attitude of the Government on this important matter ought to be decisive and unmistakable, but Spanish continues to be employed for administrative correspondence where English could be used without the slightest impediment to business. Under the present system the public school trained boy is placed at a disadvantage on entering the public service. A few months ago the writer was in a small and isolated town of the Philippines where only the most insignificant proportion of the town speaks Spanish; the municipal treasurer was a young man, a graduate of the public schools. He could use English satisfactorily but not Spanish. All of his official correspondence and instructions being in Spanish, he was perplexed, discouraged, and anxious to resign. Some months ago the undersigned tried to secure a general order directing administrative bureaus to employ English wherever possible in outgoing correspondence, but after repeated efforts, failed.

When in 1905 the Philippine Commission deferred the date when English should become the official language of the courts, it was generally taken throughout the Islands as a surrender of its policy of making English the official language. In one single high school some forty boys stopped their study and came to Manila to enter Spanish schools. Since that date it has been hard to convince young men and their parents that the road to success lies through English education. The belief has been expressed within the last year by Filipinos very high in authority that Spanish would always continue to be the official language. Additional ground for such belief has lately been furnished by the passage by the last Legislature of Act No. 1946, still further postponing the date when English shall become the language of the courts until January 1, 1913.

BUILDING CONSTRUCTION.

Owing to the numerous restrictions placed upon the expenditure of public funds for schoolhouse construction, little was accomplished in securing new buildings during the past year. Report can not be made at this time upon the amount of construction carried on by municipal resources, but it is not as large as in former years, because of the impossibility of securing registration of school sites and of the paucity of school funds. In the opinion of the undersigned no extensive municipal school construction can result until building conditions are simplified and municipalities are authorized to impose special taxes for the purpose. Current school revenues should not be used for permanent improvements.

The funds provided in previous years for the construction of intermediate and secondary school buildings and shop buildings by Acts Nos. 1275, 1580, and 1688, were reported upon in the last annual report. At the beginning of the last fiscal year the unapportioned balance from these funds amounted to only ₱4,531.26. Hence, most of the activity of the Bureau in schoolhouse construction has been occasioned by the expenditure of funds appropriated by Act No. 1801, the Gabaldon Act. Allotments from these funds up to June 30, 1909, amounted to ₱76,546, but of this amount only ₱22,866 had been actually transferred to local treasurers. The delay in utilizing these funds is mainly due to two causes, the impossibility of securing a prompt registration of school sites and the expensive character of the buildings for which plans and specifications have been furnished.

LEGISLATION.

The Philippine Legislature met in session on February 1, 1909, and adjourned on May 20, 1909. The Acts passed affecting the public schools were as follows:

Assembly Bill No. 1907 appropriated ₱2,000 out of Insular funds to assist the municipality of Imus, Cavite, in the construction of a building for an intermediate school.

Commission Bill No. 1910 amended certain sections of the "Opium Act" and provided a special fund from which may be made the payment of the salaries of Filipino Insular teachers and the construction of schoolhouses in municipalities.

Act No. 1914 amended the "Gabaldon Act," No. 1801, by reducing the guaranteed attendance from sixty to forty pupils. It also provided that the Secretary of Public Instruction may authorize the beginning of construction work upon the filing of the application for the registration of the land upon which the barrio school is to be built and that the plans and specifications and the execution of the work may be carried out as the Secretary of Public Instruction directs.

Act No. 1924 extended the benefits of the teachers' scholarships created by Act No. 1857 to Christian municipalities and townships of Mindoro, and Palawan, and the subprovince of Abra.

Act No. 1931, an Assembly Bill, provided for the establishment of classes in training for nursing—the continuance of work previously authorized by the appropriation bills. The number of scholarships at any one time is not to exceed eighty. The sum of ₱20,000 was appropriated for this work.

Act No. 1935 provided for the consolidation of all libraries belonging to any branch of the Philippine Insular Government, and the creation of a Philippine Library. This consolidation will include the American Circulating Library, at present a division of the Bureau of Education.

Act No. 1938, an Assembly Bill, provided for the appointment of scholarships in the Philippine Normal School, not more than one hundred students to be appointed the first year. The sum of ₱30,000 was appropriated by the Act for the expenses of these scholarships.

Act No. 1954, a Commission bill, provided for the issuance of bonds of the Government to the amount of \$1,500,000 to provide funds for certain public works and permanent improvements, and among the public improvements specified are additional land for a school center in the city of Manila, and a building for the Philippine Normal School.

Act No. 1955, the current appropriation bill, appropriated ₱3,275,000 for the Bureau of Education.

INSULAR RECEIPTS AND EXPENDITURES FOR EDUCATION.

The current appropriation for the Bureau of Education amounted to ₱3,300,000; the balance from previous appropriation to cover outstanding obligations, ₱65,716.83; and subsequent refunds from the appropriation Act for the previous year made by the Governor-General to the sum of ₱226,243.07, making a total of ₱3,591,959.90.

Expenditures from this fund were as follows: Salaries and wages, ₱2,689,804.79, distributed between salaries in general office, ₱103,596.88; salaries of division superintendents and their clerks, ₱191,002.98; half salaries paid to employees on leave or resignation, ₱8,248.24; the American Circulating Library, ₱12,665.70; regular American teachers, ₱1,852,003.56; temporary American teachers, ₱165,453.77; regular Filipino Insular teachers, ₱211,671.51; temporary Filipino Insular teachers, ₱134,033.59; miscellaneous, ₱11,128.56. Other expenses included official travel, ₱150,201.06; subsistence expenses or per diems of employees on official travel, ₱23,150.67; transportation of school supplies, ₱14,365.62; office expenses, ₱33,814.18; repairs of equipment, ₱4,379.33; repairs of buildings, ₱1,852.24; rentals, ₱15,120; miscellaneous expenses, ₱10,115.15; government students in the United States, ₱94,536.66; nurses' training class in Manila, ₱9,459.57; night schools, ₱7,023; payments made to municipalities in lieu of land tax from friar estates, ₱23,919.39; expenses of non-Christian schools, ₱65,999.11; aid to Christian schools in non-Christian provinces, ₱11,080.16; expenses of the Baguio assembly, ₱4,940.10; honoraria paid to lecturers at the teachers' assembly in Manila, ₱1,060; maintenance of office building, ₱442.50; general school supplies in the amount of ₱573,504.36; and industrial supplies in the sum of ₱112,389.70. This makes a total of disbursements of ₱3,847,157.59, a sum in excess of the funds provided, as above itemized. The overdraft was occasioned by the necessity of ordering books and supplies for the ensuing school year 1909-10, properly chargeable against the appropriation for the fiscal year 1910, and the action was taken on the recommendation of the Auditor, and under approval given by superior authority. Books and supplies under the

above category in the sum of ₱409,793.43 were certified to the Auditor's office by the undersigned to be charged against the appropriation for 1910, the difference remaining being the amount calculated to be necessary to pay the outstanding obligations of the Bureau presented for payment after the close of the fiscal year.

In addition to funds for the current expenses of the Bureau of Education, there were also special funds. Act No. 1866, the Boyles Act, appropriated ₱75,000 to pay salaries of barrio school teachers. Of this sum ₱43,272.49 had been expended at the end of the fiscal year June 30. Outstanding obligations settled subsequent to the closing of the fiscal year have consumed a considerable portion more, but the books have not yet been closed. Act No. 1857 appropriated the sum of ₱50,000 for the payment of scholarships for Filipino teachers while studying special courses in Manila. From this appropriation ₱36,397.84 had been expended up to June 30th, leaving a balance of ₱13,602.16, available for further expenditures of the same character during the present fiscal year.

PROVINCIAL EXPENDITURES FOR SCHOOLS.

These amounted in the last fiscal year to ₱228,691.23, as compared with ₱377,729.86 in the previous fiscal year. They were distributed under the following items: For construction and repair of provincial school buildings, ₱168,008.08; for rental of school buildings, ₱15,056.61; for furniture and equipment, ₱8,573.29; for salaries and wages, ₱8,767.04; other expenses, ₱28,286.21.

MUNICIPAL RECEIPTS AND EXPENDITURES FOR SCHOOLS.

The reports upon municipal receipts and expenditures for primary instruction show an improvement during the last fiscal year over the previous year. The municipal fiscal year is from January 1 to December 31, making it necessary in this report to consider two half-years, that from July 1 to December 31, 1908, and the half year from January 1 to June 30, 1909.

The municipal school funds of the Archipelago on July 1, 1908, showed a balance of ₱902,216.01. On June 30, 1909, at the end of the year, the balance was ₱1,175,151.10, over a quarter of a million greater. The municipal school expenditures had been greater than in the previous school year, amounting to ₱1,672,148.50, as compared with ₱1,447,261.42. The total receipts, including balance of the first half year, were ₱2,837,309.60, as compared with ₱1,515,972 in 1907-8. Of this total the amount of money provided by the Internal Revenue Act was ₱657,779.05, an increase from ₱497,578. The receipts from land tax increased from ₱460,257 to ₱754,517.59; and receipts from miscellaneous sources increased from ₱35,722.53 to ₱92,088.74. Appropriations by municipal councils from their general funds were less than last year, being ₱421,407.98 as against ₱487,753.11. The general increase

of local revenue for schools is gratifying and indicates a more uniform collection of land tax and a growth of income from the Internal Revenue system.

The items of expenditure from municipal school funds compared with those of the preceding year were as follows: For the salaries of teachers, ₱1,228,609.95 as against ₱1,124,568.51 for 1908; for construction and repair of school buildings, ₱215,630.58; as compared with ₱134,934.78 for 1908; school furniture, ₱53,386.90 as compared with ₱37,513.57 for 1908. The sum of ₱90,791.03 was expended for rental of school buildings; ₱6,257.44 for transportation of school supplies; and ₱77,-372.60 for miscellaneous expenses.

These figures suggest a few comments. First, the amount expended for salaries of teachers shows little increase in spite of the fact that the number of teachers has been considerably augmented. The average salary paid is actually lower. On the other hand, greatly increased sums of money have been turned toward the construction and repair of school buildings. It is safe to say that of the balance on hand on June 30, a large proportion represents funds being hoarded or accumulated in order to erect new school buildings. This means that division superintendents have come to depend upon the Bureau of Education with its Insular funds and those provided by the Boyles Act to meet the increased needs of their teaching force, and that they are holding salaries down to the minimum in order to put every cent that they can raise into building projects encouraged by the Gabaldon Act. While this shows a commendable desire to make durable improvements, the tendency is not a good one. Municipal school revenue should be expended entirely, or almost so, for the running expenses of schools, permitting betterment of teachers' salaries and increase of the teaching force. Permanent improvements should not be made from current income. Some system of locally imposed taxation, analogous to what prevails in the States of the American Union, from which permanent schoolhouses can be erected is greatly needed, and the recommendation of the undersigned made in the report for 1908, that legislation to this end be enacted, is respectfully renewed.

DAVID P. BARROWS,
Director of Education.

APPENDIX.

No. 1.—*A table showing by years, the number of schools in operation and under the supervision of the Bureau of Education during the period from 1903 to 1909, inclusive.*

School year.	Primary.	Intermediate.	Second-ary.	Total.
1903	*2,000			2,000
1903-4	2,233	17	35	2,285
1904-5	2,727	102	35	2,864
1905-6	b3,108	119	36	3,263
1906-7	3,435	216	36	3,687
1907-8	3,701	193	38	3,932
1908-9	4,194	193	37	4,424

* Estimated.

^b Excluding Moro Province (58).

The arts and trades, normal, domestic science, agricultural, and other special Insular schools are included under the intermediate or secondary heading.

No. II.—A table showing, by divisions and for the Islands, the number of schools, total annual enrollment, average monthly enrollment, average daily attendance, and percentage of attendance during the school year 1908–9.

Divisions.	Secondary.					Intermediate.				
	Number of schools.	Annual enrollment.	Average monthly enrollment.	Average monthly attendance.	Percentage of attendance.	Number of schools.	Annual enrollment.	Average monthly enrollment.	Average monthly attendance.	Percentage of attendance.
Manila	1	430	301	296	98	6	1,313	903	873	96
Albay	1	26	23	21	91	4	745	602	567	94
Camarines	1	16	11	11	100	6	526	409	372	91
Antique	1	30	20	18	90	4	215	154	134	87
Bataan						2	142	128	114	89
Batangas	1	63	54	50	91	8	886	764	670	88
Bohol	1	10	7	7	100	2	199	149	132	89
Bulacan	1	110	102	99	97	9	740	613	552	90
Cagayan	1	44	41	40	98	6	490	409	379	93
Capiz	1	40	32	28	88	2	332	270	242	89
Cavite	1	86	68	62	91	5	431	412	381	92
Cebu	1	47	45	43	96	7	431	377	344	91
Ilocos Norte	1	60	49	45	92	6	507	461	426	92
Ilocos Sur	2	74	71	66	93	7	860	780	718	92
Iloilo	1	107	90	82	91	18	1,097	868	746	86
Isabela	1	13	9	8	89	3	240	132	112	85
Laguna	1	45	38	36	95	9	567	477	420	88
Leyte	1	29	24	23	96	6	424	349	334	96
Mindoro						1	71	57	51	88
Misamis	1	9	8	8	100	4	255	194	157	81
Lepanto-Bontoc						1	42	32	30	94
Occidental Negros	1	66	58	56	97	11	596	456	429	88
Oriental Negros	1	14	12	11	92	2	146	119	110	92
Nueva Ecija	1	47	36	32	88	8	621	465	410	88
Nueva Vizcaya	1	4	4	4	100	1	73	68	63	93
Palawan						1	47	43	40	93
Pampanga	1	64	57	55	97	8	820	650	592	91
Pangasinan						7	781	570	500	88
Rizal	1	15	11	10	91	4	491	428	389	91
Romblon	1	27	18	16	89	1	104	75	57	76
Samar	1	28	24	22	91	6	634	447	386	86
Sorsogon	1	14	7	7	100	3	304	297	246	83
Surigao	1	13	12	11	92	5	251	191	168	88
Tarlac	1	47	38	38	100	7	714	463	433	94
Tayabas	1	82	72	69	96	5	742	659	612	93
Union	1	27	23	23	100	3	488	462	435	94
Zambales	1	40	36	35	97	2	219	179	170	95
Normal School	1	454	352	336	89	1	363	249	238	94
Trade School	2	62	41	39	95	1	248	151	138	91
Commerce, School of	1	150	83	73	88	1	347	186	162	87
Total	37	2,393	1,877	1,780	95	193	18,502	14,728	13,327	90

* Secondary school closed in October, 1908.

No. II.—A table showing, by divisions and for the Islands, etc.—Continued.

Divisions.	Primary.					Grand total.				
	Number of schools.	Annual enrollment.	Average monthly enrollment.	Average monthly attendance.	Percentage of attendance.	Number of schools.	Annual enrollment.	Average monthly enrollment.	Average monthly attendance.	Percentage of attendance.
Manila -----	23	12,852	8,500	7,650	90	30	14,595	9,704	8,819	91
Albay -----	108	10,940	9,532	7,373	77	113	11,711	10,157	7,961	78
Camarines -----	110	13,532	8,107	5,970	74	117	14,074	8,527	6,353	75
Antique -----	74	10,386	6,210	4,808	77	79	10,631	6,384	4,960	78
Bataan -----	25	3,026	2,100	1,526	73	27	3,168	2,228	1,640	74
Batangas -----	129	10,876	7,818	6,167	79	138	11,825	8,636	6,887	79
Bohol -----	172	26,408	19,536	14,875	76	174	26,617	19,692	15,014	76
Bulacan -----	124	15,528	11,260	8,857	79	134	16,378	11,975	9,508	79
Cagayan -----	104	11,933	9,318	7,361	79	111	12,467	9,766	7,780	80
Capiz -----	176	18,573	14,907	11,135	75	179	18,945	15,209	11,405	75
Cavite -----	61	10,516	8,731	6,612	76	67	11,033	9,211	7,055	77
Cebu -----	302	48,328	34,602	31,819	92	310	48,806	35,024	32,206	92
Ilocos Norte -----	117	14,566	11,318	8,624	76	124	15,133	11,828	9,095	77
Ilocos Sur -----	133	14,619	10,496	8,097	77	142	15,553	11,347	8,881	79
Iloilo -----	219	31,568	17,802	12,552	71	238	32,772	18,760	13,380	71
Isabela -----	58	4,364	3,058	2,304	75	62	4,617	3,196	2,424	76
Laguna -----	80	8,354	5,979	4,808	80	90	8,966	6,494	5,264	81
Leyte -----	212	29,792	20,243	15,642	77	219	30,245	20,616	15,999	78
Mindoro -----	47	3,802	2,507	1,881	75	49	3,873	2,564	1,932	75
Misamis -----	67	9,902	6,631	4,682	71	72	10,166	6,833	4,847	71
Lepanto-Bontoc -----	49	3,682	2,593	2,168	83	50	3,724	2,625	2,198	83
Occidental Negros -----	174	23,571	15,641	11,658	75	186	24,233	16,185	12,143	75
Oriental Negros -----	151	21,388	15,858	11,525	73	154	21,549	15,989	11,646	73
Nueva Ecija -----	103	13,229	8,260	6,210	75	112	13,897	8,761	6,652	76
Nueva Vizcaya -----	21	2,488	1,926	1,650	86	23	2,565	1,998	1,717	86
Palawan -----	21	2,878	2,020	1,607	80	22	2,925	2,063	1,647	80
Pampanga -----	173	19,496	13,220	10,518	80	182	20,380	13,927	11,165	80
Pangasinan -----	380	46,508	31,689	24,188	76	387	47,289	32,259	24,688	77
Rizal -----	72	11,250	7,265	5,854	81	77	11,756	7,704	6,253	81
Romblon -----	22	4,235	2,887	2,061	71	24	4,366	2,980	2,134	72
Samar -----	157	22,773	14,846	12,487	84	164	23,435	15,317	12,895	84
Sorsogon -----	87	8,881	7,776	5,928	76	91	9,199	8,080	6,176	76
Surigao -----	122	12,543	10,243	7,013	68	128	12,807	10,446	7,192	69
Tarlac -----	128	15,892	12,547	10,464	83	136	16,653	13,048	10,935	84
Tayabas -----	98	14,918	11,582	9,731	84	104	15,742	12,313	10,412	85
Union -----	58	11,748	8,880	7,898	89	62	12,263	9,315	8,356	90
Zambales -----	35	3,902	2,737	2,330	85	38	4,161	2,952	2,535	86
Normal School -----	1	207	177	164	93	3	1,024	778	733	94
Trade School -----	1	152	126	116	92	4	462	318	293	92
Commerce, School of -----						2	497	269	235	87
Total -----	4,194	549,607	388,873	306,308	77	4,424	570,502	405,478	321,415	79

No. III.—A table showing, by divisions and for the Islands, the number of American, Insular, municipal, and aspirante teachers on duty at the close of the school year ending April 2, 1909.

Division.	Americans.										Filipino Insular.					
	Primary.		Inter- mediate.		Second- ary.		Super- visor.		Total.		Primary.		Inter- mediate.		Second- ary.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Manila	5	4	27	7	5	6	11	43	-----	-----	-----	-----	6	1	-----	-----
Albay	4	8	2	-----	7	13	14	34	-----	-----	-----	-----	8	4	33	1
Camarines	4	4	2	-----	10	14	9	29	-----	-----	-----	-----	9	1	1	1
Antique	2	2	2	2	5	9	5	14	-----	-----	-----	-----	1	1	1	1
Bataan	2	3	3	3	3	5	3	3	-----	-----	-----	-----	1	1	1	1
Batangas	4	8	1	-----	8	13	8	4	-----	-----	12	4	-----	-----	-----	-----
Benguet	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Bohol	b 1	b 1	1	3	16	18	4	18	1	1	1	1	1	1	1	1
Bulacan	6	5	5	5	7	13	10	6	2	5	1	5	1	1	1	1
Cagayan	8	33	2	6	16	3	8	3	3	3	2	3	2	2	2	2
Capiz	8	33	2	6	16	26	3	11	3	6	6	6	6	6	6	6
Cavite	1	5	2	2	7	10	7	8	2	2	7	2	2	2	2	2
Cebu	4	6	1	2	20	25	8	21	3	3	8	8	8	8	8	8
Ilocos Norte	6	5	1	6	13	13	5	10	1	1	5	1	5	1	5	1
Ilocos Sur	1	12	7	2	1	8	23	8	19	6	7	5	5	5	5	5
Iloilo	2	2	5	8	1	2	11	1	19	13	31	3	6	4	4	1
Isabela	1	2	1	2	4	6	2	2	2	2	2	2	2	1	2	1
Laguna	4	8	1	1	7	12	9	4	1	1	6	3	6	3	6	3
Lepanto-Bontoc	6	5	1	1	6	12	6	46	d 15	1	1	1	1	1	1	1
Leyte	10	5	1	1	19	30	5	16	2	2	2	2	2	2	2	2
Mindoro	1	2	2	4	6	3	4	2	2	2	1	1	1	1	1	1
Misamis	1	4	3	1	5	11	3	11	2	2	2	2	2	2	2	2
Occidental Negros	1	6	4	2	16	24	6	12	3	3	8	8	8	8	8	8
Oriental Negros	3	3	1	11	15	3	11	2	1	1	5	5	5	5	5	5
Nueva Ecija	c 1	3	6	1	5	10	6	6	6	6	8	8	8	8	8	8
Nueva Vizcaya	2	1	1	3	6	1	1	9	g 2	2	2	2	2	2	2	2
Palawan	2	1	2	2	4	1	12	12	1	1	1	1	1	1	1	1
Pampanga	5	8	2	1	13	20	9	8	1	14	2	2	2	2	2	2
Pangasinan	5	8	23	28	8	14	2	6	4	6	4	4	4	4	4	4
Rizal	4	8	1	5	10	8	9	1	4	1	1	1	1	1	1	1
Romblon	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Samar	4	9	1	14	19	9	12	2	1	1	1	1	1	1	1	1
Sorsogon	10	2	9	19	22	2	2	2	2	2	2	2	2	2	2	2
Surigao	1	5	2	14	22	2	9	2	6	6	6	6	6	6	6	6
Tarlac	6	4	1	6	13	5	h 7	1	7	1	7	1	7	1	7	1
Tayabas	8	2	4	3	11	1	23	6	2	1	4	6	4	6	4	6
Union	6	4	1	9	16	4	i 22	1	5	5	5	5	5	5	5	5
Zambales	2	5	1	4	7	5	11	1	1	1	1	1	1	1	1	1
Normal School	3	6	10	13	16	3	3	3	3	3	3	3	3	3	3	3
Trade School	1	2	2	1	4	8	2	3	1	1	1	1	1	1	1	1
Commerce, School of	2	3	6	2	8	5	2	2	2	2	j 2	j 2	j 2	j 2	j 2	j 2
Total	14	15	170	196	62	36	324	8	570	255	388	73	158	50	3	1

* 21 special Insular teachers.

b 1 special Insular teacher.

c 38 special Insular teachers.

d 14 special Insular teachers.

* 1 teacher of agriculture.

f 4 special Insular teachers.

g 2 special Insular teachers.

h 4 special Insular teachers.

i 11 special Insular teachers.

j 2 teachers of Spanish.

No. III.—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Supervisor, male.	Filipino. Insular. Total.	Filipino municipal.						Aspirantes.			Grand total.				
			Primary.		Inter- mediate		Total.		Primary.		Total.					
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Total.	
Manila		1	180	174	4	9	184	183					145	227	372	
Albay	8	14	127	49			127	49					154	57	211	
Camarines	2	13	5	95	41	1		96	41				123	50	173	
Antique	3	13	1	77	19			77	19				99	92	121	
Bataan	3	7		25	15			25	15				37	18	55	
Batangas	2	18	4	140	48	5	2	145	50				176	62	238	
Benguet																
Bohol	3	22	1	183	128			183	128	16	12	16	12	239	145	384
Bulacan		11	3	96	62			96	62						75	195
Cagayan	12	23	5	120	41			120	41	3	3	3	3	162	49	211
Capiz	4	21	3	194	64			194	64	6	6	6	6	247	70	317
Cavite	2	17	4	93	54			93	54					120	65	185
Cebu	1	30	3	387	179	1		388	179					443	190	633
Ilocos Norte	3	18	2	132	71	1	1	133	72					164	79	243
Ilocos Sur	2	28	11	113	70	2	1	115	71	17	17	17	17	183	90	273
Iloilo	8	45	8	201	98	8	3	209	101	35	3	35	3	308	125	438
Isabela	1	5	1	61	17			61	17					72	20	92
Laguna	10	4	92	44				92	44					114	57	171
Lepanto-Bontoc	1	48	15	9	5			9	5					69	26	95
Leyte	3	21	2	220	81	2		222	81	7	1	7	1	280	89	369
Mindoro	3	8	2	42	13			42	13					56	18	74
Misamis		11	2	56	39			56	39					78	44	122
Occidental Negros	2	22	8	206	62	1		207	62	23	6	23	6	276	82	358
Oriental Negros	1	13	2	143	78			143	78					171	83	254
Nueva Ecija	4	18	1	117	41			117	41					145	48	193
Nueva Vizcaya	1	10	2	28	12			28	12					44	15	59
Palawan	1	14		14	6			14	6	6	2	6	2	38	9	47
Pampanga	1	23	3	159	69			159	69					202	81	283
Pangasinan	14	34	6	478	129	2	1	480	130	118	46	118	46	660	190	850
Rizal	5	18	2	76	80			76	80					104	90	194
Romblon																
Samar	8	21	3	191	49		1	191	50	32	17	32	17	263	79	342
Sorsogon	3	7		121	37	1		122	37					148	39	187
Surigao		15	2	114	44			114	44					151	48	199
Tarlac	2	16	2	156	22			156	22					185	29	214
Tayabas	3	10	7	118	91			118	91					151	104	255
Union		27	1	87	36			87	36	24	3	24	3	154	44	198
Zambales		13	1	52	15			52	15	4	4	4	4	76	21	97
Normal School		4	6											17	22	39
Trade School	7	10	1											18	3	21
Commerce, School of		4												12	5	17
Total	113	662	124	4,653	2,083	28	18	4,681	2,101	291	90	291	90	6,204	2,570	8,774

No. IV.—A table showing, by divisions, and for the Islands, the monthly enrollment during the school year 1908–9.

Division.	June.	July.	August.	September.	October.	November.	December.	January.	February.	March.
Manila -----	9,236	9,381	10,172	10,254	9,988	10,112	9,334	10,613	10,135	9,704
Albay -----	1,218	8,449	9,676	10,131	10,131	10,136	9,929	10,258	10,261	9,175
Camarines -----	6,268	8,069	8,520	9,043	8,682	8,663	8,349	8,859	9,314	9,482
Antique -----	5,102	6,523	7,767	7,501	6,647	6,058	497	7,236	8,313	8,359
Bataan -----	109	1,772	2,044	2,204	2,340	2,303	2,182	2,301	2,425	2,366
Batangas -----	8,064	9,226	9,493	8,778	1,877	8,044	8,467	8,605	8,753	8,441
Benguet -----	307	698	760	764	786	784	769	734	741	729
Bonhol -----	161	11,097	16,145	18,518	20,096	20,812	21,240	22,984	23,017	22,661
Bulacan -----	9,566	10,788	11,604	12,372	12,391	11,668	1,590	11,582	11,648	11,475
Cagayan -----	8,266	9,968	10,342	10,256	9,944	1,330	1,329	8,878	9,471	9,769
Capiz -----	11,353	14,123	15,988	16,606	15,190	292	325	13,662	16,349	16,970
Cavite -----	7,603	8,626	8,493	8,695	8,653	8,767	8,533	2,609	8,300	8,143
Cebu -----	25,847	30,430	34,660	36,318	38,310	36,973	322	35,387	39,675	39,691
Ilocos Norte -----	10,789	12,076	11,912	12,858	12,296	11,300	566	10,282	12,120	12,999
Ilocos Sur -----	10,464	11,416	10,998	11,919	11,975	10,723	1,668	11,253	12,012	11,873
Iloilo -----	14,143	17,126	18,123	18,243	17,890	17,395	17,022	20,034	23,417	24,205
Isabela -----	3,006	3,562	3,676	3,572	3,418	127	122	2,625	2,628	2,687
Laguna -----	3,808	6,649	7,264	7,300	7,300	7,203	6,906	6,315	6,244	5,942
Lepanto-Bontoc -----	1,288	1,553	1,661	1,826	1,805	1,828	1,855	1,974	2,200	2,353
Leyte -----	14,261	19,222	20,738	21,525	21,583	20,532	2,248	19,512	21,556	21,784
Mindoro -----	2,106	2,586	2,954	2,888	154	2,217	2,423	2,567	2,736	2,689
Misamis -----	4,547	6,282	5,977	6,442	6,385	447	408	6,822	8,285	8,503
Occidental Negros -----	14,262	15,981	17,176	16,786	15,147	13,053	789	16,220	18,266	18,058
Oriental Negros -----	529	11,294	13,030	14,247	15,312	16,165	17,160	17,777	18,261	18,306
Nueva Ecija -----	7,177	8,087	7,914	9,641	9,734	9,291	476	8,114	9,310	9,305
Nueva Vizcaya -----	72	71	1,662	1,763	1,854	1,908	1,930	2,008	2,202	2,272
Palawan -----	70	1,638	2,088	2,200	2,087	2,082	2,052	2,172	2,162	2,101
Pampanga -----	10,800	12,812	13,281	13,997	14,328	14,353	1,671	15,042	15,589	15,371
Pangasinan -----	25,133	29,021	29,734	33,363	32,810	6,891	5,660	28,912	35,034	36,337
Rizal -----	6,268	6,920	7,058	7,427	7,679	7,645	698	8,565	8,956	8,934
Romblon -----	2,889	3,243	3,353	3,469	2,524			2,615	2,860	2,758
Samar -----	10,921	15,788	27,699	18,957	15,787	1,142	1,041	12,867	16,886	20,397
Sorsogon -----	6,958	7,888	8,145	8,497	8,439	8,746	8,197	7,748	7,606	287
Surigao -----	116	4,185	7,612	8,574	9,737	9,824	6,622	8,975	10,751	10,877
Tarlac -----	8,012	9,051	9,580	11,189	11,249	1,206	1,021	11,476	13,017	12,983
Tayabas -----	10,684	11,934	12,453	11,897	11,574	11,517	1,709	11,432	12,134	12,197
Union -----	631	5,612	6,908	8,885	9,577	10,336	10,479	10,593	10,672	10,445
Zambales -----	211	2,438	2,936	3,150	3,131	2,940	2,762	2,957	3,150	3,104
Normal School -----	774	788	779	796	810	801	775	763	754	744
Trade School -----	367	347	344	329	312	312	306	301	282	277
Commerce, School of -----	267	264	276	271	255	305	275	281	263	239
Total -----	263,653	356,984	390,990	413,446	400,187	316,224	169,707	393,910	437,735	434,952

NOTE.—The low monthly enrollment for some of the months shown above is explained by the fact that the normal institutes were in session.

No. V.—A table showing, by divisions and for the Islands, the average daily attendance during the school year 1908-9.

Division.	June.	July.	August.	September.	October.	November.	December.	January.	February.	March.
Manila	7,539	8,547	8,679	8,736	8,612	8,365	8,223	8,596	8,863	8,819
Albay	958	6,337	7,759	7,911	7,621	7,449	7,439	7,664	8,073	7,260
Camarines	4,394	6,375	6,856	6,759	6,486	6,105	6,043	6,143	7,154	7,811
Antique	3,722	4,727	6,284	5,455	4,759	4,429	418	5,417	7,111	7,421
Bataan	89	1,289	1,585	1,772	1,720	1,744	1,426	1,501	1,886	1,713
Batangas	5,982	7,586	8,053	6,469	1,688	5,875	6,786	6,762	7,147	7,185
Benguet	190	487	554	603	554	621	617	588	608	620
Bohol	134	8,169	11,970	14,095	15,604	15,706	16,114	16,421	17,922	18,004
Bulacan	6,995	8,353	8,947	10,072	9,906	9,455	1,347	8,460	9,188	9,333
Cagayan	6,617	8,365	8,618	8,276	7,347	1,133	1,143	6,160	7,589	7,917
Capiz	7,759	10,714	12,397	12,786	11,017	267	270	9,357	13,651	13,747
Cavite	5,722	7,095	7,056	7,069	6,896	6,933	6,839	2,258	6,548	7,031
Cebu	18,666	23,363	25,724	27,582	29,932	29,002	284	26,202	30,855	30,420
Ilocos Norte	8,140	9,378	9,052	10,374	9,683	8,197	510	6,812	9,571	10,622
Ilocos Sur	8,200	9,258	8,177	9,663	9,068	7,883	1,473	8,471	9,961	10,122
Iloilo	10,566	12,988	12,845	12,365	12,248	11,501	10,764	13,922	17,948	18,648
Isabela	2,276	2,810	2,880	2,897	2,534	99	104	1,845	1,836	2,085
Laguna	3,497	5,374	6,077	6,016	5,846	5,580	5,431	4,779	4,967	4,957
Lepanto-Bontoc	1,095	1,399	1,409	1,594	1,528	1,548	1,606	1,643	1,935	2,074
Leyte	10,259	14,858	16,845	16,884	17,142	16,272	1,712	13,942	16,771	17,352
Mindoro	1,467	1,993	2,325	2,177	136	1,508	1,814	1,935	2,119	2,081
Misamis	2,897	4,458	4,228	4,080	4,354	384	365	4,667	6,425	6,721
Occidental Negros	10,694	12,212	12,754	11,076	10,388	9,322	688	11,660	14,282	14,203
Oriental Negros	386	8,204	9,690	10,494	11,264	11,541	12,714	12,485	13,170	13,533
Nueva Ecija	5,372	6,195	5,956	7,542	7,552	7,057	388	5,376	7,188	7,432
Nueva Vizcaya	68	68	1,460	1,622	1,580	1,672	1,673	1,593	1,845	2,030
Palawan	59	1,279	1,700	1,687	1,429	1,677	1,765	1,693	1,831	1,757
Pampanga	8,055	10,370	10,579	11,266	11,542	12,005	1,425	11,345	12,910	12,626
Pangasinan	18,588	22,458	22,632	27,337	25,356	5,012	4,451	18,653	28,486	30,044
Rizal	4,801	5,548	5,694	6,020	6,146	6,099	582	6,452	7,223	7,583
Romblon	2,106	2,348	2,498	2,513	1,496	1,496	1,850	2,132	2,024	
Samar	8,743	13,386	15,160	16,330	13,223	976	875	10,297	14,102	17,909
Sorsogon	5,108	6,521	5,766	6,626	6,705	6,565	6,141	5,426	5,919	250
Surigao	94	3,246	5,912	6,790	7,561	7,420	4,814	6,419	7,930	8,531
Tarlac	6,304	7,440	7,623	9,403	9,636	1,008	839	7,400	10,885	
Tayabas	8,825	10,327	10,775	10,301	9,903	9,227	1,381	9,067	10,149	10,687
Union	573	4,458	5,576	7,773	8,550	9,271	9,709	9,716	10,016	9,829
Zambales	187	1,933	2,524	2,816	2,756	2,595	2,353	2,348	2,763	2,744
Normal School	694	744	746	739	759	748	739	727	718	731
Trade School	321	321	307	299	296	288	292	273	268	263
Commerce, School of	202	240	238	243	233	256	238	242	235	220
Total	198,344	281,183	305,860	324,512	311,056	242,795	131,795	286,657	350,025	354,574

NOTE.—The low average attendance for some of the months shown above is explained by the fact that normal institutes were in session.

No. VI.—A table showing, by divisions and for the Islands, the enrollment by grades during the month of February, 1909.

Divisions.	Primary grades.				Total.
	I.	II.	III.	IV.	
Manila.....	4,393	2,052	1,604	843	8,892
Albay.....	5,046	2,445	1,342	809	9,642
Camarines.....	5,577	1,962	896	439	8,874
Antique.....	5,587	1,702	640	283	8,162
Bataan.....	1,669	422	172	662	2,325
Batangas.....	5,006	1,707	848	397	7,958
Benguet.....	582	132	19	8	741
Bohol.....	16,862	4,411	1,079	544	22,896
Bulacan.....	6,995	2,285	1,132	538	10,950
Cagayan.....	6,105	1,710	820	399	9,084
Capiz.....	10,345	3,700	1,393	624	16,062
Cavite.....	4,505	2,125	810	429	7,869
Cebu.....	28,692	7,458	2,217	917	39,284
Ilocos Norte.....	7,488	2,928	806	416	11,638
Ilocos Sur.....	7,048	2,378	1,132	631	11,189
Iloilo.....	14,785	4,518	1,966	1,257	22,526
Isabela.....	1,381	577	338	194	2,490
Laguna.....	3,151	1,573	728	327	5,779
Lepanto-Bontoc.....	1,520	430	157	57	2,164
Leyte.....	14,959	4,087	1,523	631	21,200
Mindoro.....	1,836	556	213	70	2,675
Misamis.....	5,420	1,456	775	412	8,063
Occidental Negros.....	12,127	3,710	1,243	654	17,734
Oriental Negros.....	12,880	3,509	1,373	378	18,140
Nueva Ecija.....	5,211	2,160	1,005	430	8,806
Nueva Vizcaya.....	1,211	552	235	131	2,129
Palawan.....	1,546	403	136	34	2,119
Pampanga.....	10,514	2,560	1,169	651	14,894
Pangasinan.....	25,114	6,125	2,126	1,149	34,514
Rizal.....	5,274	2,072	795	406	8,547
Romblon.....	1,743	560	342	137	2,782
Samar.....	10,108	4,204	1,472	665	16,444
Sorsogon.....	4,363	1,723	820	413	7,319
Surigao.....	7,526	1,940	736	357	10,559
Tarlac.....	8,623	2,193	1,053	634	12,503
Tayabas.....	6,911	2,525	1,187	761	11,434
Union.....	6,947	2,073	810	416	10,246
Zambales.....	1,728	741	276	189	2,934
Normal School.....	43	22	50	46	161
Trade School.....				57	57
Commerce, School of.....					
Total.....	280,816	87,686	35,438	17,795	421,735

No. VI.—A table showing, by divisions and for the Islands, the enrollment by grades during the months of February, 1909—Continued.

Divisions.	Intermediate grades.				Years in high school.					Total.
	V.	VI.	VII.	Total.	1.	2.	3.	4.	Total.	
Manila	369	317	243	929	113	95	76	30	314	10,135
Albay	340	183	72	595	13	11	—	—	24	10,261
Camarines	210	158	65	433	7	—	—	—	7	9,314
Antique	81	38	19	138	4	9	—	—	13	8,313
Bataan	66	29	5	100	—	—	—	—	—	2,425
Batangas	271	301	173	745	30	20	—	—	50	8,753
Benguet	—	—	—	—	—	—	—	—	—	741
Bohol	58	43	20	121	—	—	—	—	—	23,017
Bulacan	265	216	117	598	50	31	11	8	100	11,648
Cagayan	207	118	51	376	19	12	—	10	41	9,451
Capiz	125	87	49	261	18	8	—	—	26	16,349
Cavite	157	130	82	369	24	11	15	12	62	8,300
Cebu	193	85	70	348	26	10	7	—	43	39,675
Ilocos Norte	259	182	47	438	29	15	—	—	44	12,120
Ilocos Sur	857	249	141	747	48	28	—	—	76	12,012
Iloilo	400	230	182	812	56	23	—	—	79	23,417
Isabela	75	49	7	131	7	—	—	—	7	2,628
Laguna	216	157	56	429	30	6	—	—	36	6,244
Lepanto-Bontoc	36	—	—	36	—	—	—	—	—	2,200
Leyte	177	101	57	335	12	9	—	—	21	21,556
Mindoro	30	18	13	61	—	—	—	—	—	2,736
Misamis	164	40	11	215	7	—	—	—	7	8,285
Occidental Negros	281	105	87	473	27	16	6	10	59	18,266
Oriental Negros	63	36	12	111	10	—	—	—	10	18,261
Nueva Ecija	232	146	90	468	25	11	—	—	36	9,310
Nueva Vizcaya	35	21	13	69	4	—	—	—	4	2,202
Palawan	16	21	6	43	—	—	—	—	—	2,162
Pampanga	321	215	105	641	32	13	9	—	54	15,589
Pangasinan	272	170	78	520	—	—	—	—	—	35,034
Rizal	188	137	75	400	9	—	—	—	9	8,956
Romblon	43	14	8	65	13	—	—	—	13	2,860
Samar	257	98	66	421	11	10	—	—	21	16,886
Sorsogon	164	72	44	280	7	—	—	—	7	7,606
Surigao	110	51	20	181	5	3	—	3	11	10,751
Tarlac	256	146	73	475	31	8	—	—	39	13,017
Tayabas	720	219	143	632	40	8	8	12	68	12,134
Union	201	155	48	404	22	—	—	—	22	10,672
Zambales	71	76	35	182	20	14	—	—	34	3,150
Normal School	66	78	98	242	136	83	60	—	351	754
Trade School	70	52	45	167	26	27	5	72	58	282
Commerce, School of	70	76	33	179	74	10	—	—	84	263
Total	7,042	4,569	2,559	14,170	985	491	197	157	1,830	437,735

No. VII.—Filipino teachers' salaries.

Division.	Insular male.			Insular Female.			Male and Female.			Total number of Insular teachers.
	Number.	Average salary.	Total salary.	Number.	Average salary.	Total salary.	Average Insular.	Total Insular.		
Manila				1	₱110.00	₱110.00	₱110.00	₱110.00		1
Albay	14	₱53.57	₱750.00				53.57	750.00		14
Camarines	16	45.00	720.00	7	40.00	280.00	43.47	1,000.00		23
Antique	13	46.15	600.00	1	30.00	30.00	45.00	630.00		14
Bataan	7	52.86	370.00				52.86	370.00		7
Batangas	17	52.94	900.00	4	57.50	230.00	53.81	1,130.00		21
Bohol	22	41.00	902.00	1	30.00	30.00	40.53	932.00		23
Bulacan	16	70.00	1,120.00	4	57.50	230.00	67.50	1,350.00		20
Cagayan	23	42.61	980.00	5	37.00	185.00	41.61	1,165.00		28
Capiz	19	52.63	1,000.00	7	40.14	281.00	49.27	1,281.00		26
Cavite	17	58.24	990.00	4	43.33	173.33	55.39	1,163.33		21
Cebu	30	41.50	1,245.00	3	40.00	120.00	41.36	1,365.00		23
Ilocos Norte	17	48.24	820.00	2	40.00	80.00	47.37	900.00		19
Ilocos Sur	45	33.64	1,514.00	11	50.90	560.00	37.04	2,074.00		56
Iloilo	24	51.46	1,235.00	8	50.00	400.00	51.09	1,635.00		32
Isabela	6	45.00	270.00	1	50.00	50.00	45.71	320.00		7
Laguna	11	52.27	575.00	4	57.50	230.00	53.67	805.00		15
Leyte	21	40.48	850.00	2	37.50	75.00	40.22	925.00		23
Mindoro	6	41.67	250.00	3	40.00	120.00	41.11	370.00		9
Misamis	20	39.00	780.00	4	35.00	140.00	38.33	920.00		24
Occidental Negros	22	48.87	1,075.00	8	42.50	340.00	47.17	1,415.00		30
Oriental Negros	13	43.46	565.00	2	55.00	110.00	45.00	675.00		15
Nueva Ecija	18	49.72	895.00	1	50.00	50.00	49.75	945.00		19
Nueva Vizcaya	10	37.50	375.00	2	10.00	20.00	32.92	395.00		12
Palawan	16	43.75	700.00	1	50.00	50.00	44.12	750.00		17
Pampanga	23	53.26	1,225.00	3	35.00	105.00	51.15	1,330.00		26
Pangasinan	33	51.52	1,700.00	7	61.43	430.00	53.25	2,130.00		40
Rizal	16	55.63	890.00	2	45.00	90.00	54.44	980.00		18
Samar	23	33.69	775.00	3	43.33	130.00	34.81	905.00		26
Sorsogon	8	45.00	360.00				45.00	360.00		8
Surigao	16	45.63	730.00	2	40.00	80.00	45.00	810.00		18
Tarlac	18	41.94	755.00	4	23.75	95.00	38.64	850.00		22
Tayabas	10	60.00	600.00	7	40.00	280.00	51.76	880.00		17
Union	29	30.76	892.00	1	35.00	35.00	30.90	927.00		30
Zambales	13	39.23	510.00	1	40.00	40.00	39.26	550.00		14
Mountain	49	19.40	950.88	14	17.28	241.90	18.93	1,192.78		63
Normal School	5	65.00	320.00	8	61.25	490.00	62.31	810.00		13
Trade School	10	67.27	672.70				67.27	672.70		10
Commerce, School of	2	55.00	110.00				55.00	110.00		2
Total	678	44.21	29,971.58	138	42.84	5,911.23	43.97	35,882.81		816

No. VIII.—Average monthly salary of Filipino teachers.

Division.	Municipal.	Insular.	Average monthly salary of all Filipino teachers.
Manila	₱ 50.72	₱ 110.00	₱ 50.91
Albay	23.95	53.57	26.17
Camarines	21.34	43.47	24.26
Antique	14.65	45.00	18.51
Bataan	19.25	52.86	24.26
Batangas	21.06	53.81	24.24
Bohol	11.56	40.53	13.56
Bulacan	22.71	67.50	27.71
Cagayan	15.60	41.61	19.58
Capiz	13.91	49.27	17.11
Cavite	17.81	55.39	22.48
Cebu	12.87	41.36	14.43
Ilocos Norte	9.94	47.37	13.08
Ilocos Sur	14.05	37.04	19.22
Iloilo	16.04	51.09	19.13
Isabela	18.09	45.71	20.36
Laguna	19.76	53.67	22.42
Leyte	15.68	40.22	17.41
Mindoro	14.15	41.11	17.67
Misamis	16.12	38.33	21.06
Occidental Negros	15.04	47.17	18.26
Oriental Negros	10.32	45.00	12.54
Nueva Ecija	16.57	49.75	20.11
Nueva Vizcaya	12.84	32.92	17.66
Palawan	21.84	44.12	31.80
Pampanga	20.67	51.15	25.73
Pangasinan	16.86	53.25	19.11
Rizal	23.37	54.44	26.25
Samar	17.33	34.81	19.03
Sorsogon	19.68	45.00	21.01
Surigao	12.13	45.00	15.44
Tarlac	16.49	38.64	18.92
Tayabas	21.02	51.76	23.33
Union	10.75	30.90	14.44
Zambales	11.89	39.26	15.02
Mountain	11.78	18.93	17.63
Normal School		62.31	62.31
Trade School		67.27	67.27
Commerce, School of		55.00	55.00
Total	17.83	43.97	20.60

No. IX.—A table showing the enrollment, by sexes, in the different courses of study during the month of February, 1909.

Course of study.	Males.	Females.	Total.
Primary	257,832	163,903	421,735
Intermediate	11,059	3,111	14,170
Secondary	1,518	312	1,830
Total	270,409	167,326	437,735

The ratio of males to females is as 3 is to 2.

No. X.—A table showing, by divisions and for the Islands the enrollment, attendance, percentage of attendance, and the instructors, American and Filipino, in the normal institutes held during the school year 1908–9.

Division.	Weeks in session.	Enroll- ment.	Attend- ance.	Percent- age of attend- ance.	Instructors.	
					Ameri- can.	Filipino.
Manila -----	30	296	254	96	11	-----
Albay -----	5	231	229	98	7	9
Camarines -----						
Antique -----	6	174	152	95	5	-----
Bataan -----	4	44	42	95	5	-----
Batangas -----	6	110	69	81	5	1
Bohol -----	6	328	295	97	11	5
Bulacan -----	6	152	146	97	7	1
Cagayan -----	8	214	181	-----	5	13
Capiz -----	8	349	300	91	18	1
Cavite -----	4	154	151	98	9	11
Cebu -----	6	741	697	94	18	7
Ilocos Norte -----	4	198	191	96	5	3
Ilocos Sur -----	4	220	198	96	8	-----
Iloilo -----						
Isabela -----	8	75	74	98	4	1
Laguna -----	3	161	149	97	8	-----
Leyte -----	4	258	230	99	12	-----
Mindoro -----	6	68	57	95	4	5
Misamis -----	4	127	120	97	6	-----
Occidental Negros -----	4	450	424	94	19	19
Oriental Negros -----	9	190	182	96	12	4
Nueva Ecija -----	3	158	147	99	6	4
Nueva Vizcaya -----	8	53	50	96	3	-----
Palawan -----	6	35	27	96	3	-----
Pampanga -----	6	227	225	99	13	2
Pangasinan -----	9	526	515	98	14	2
Rizal -----	5	69	68	-----	4	-----
Samar -----	6	360	332	81	-----	-----
Sorsogon -----	6	149	144	99	9	-----
Surigao -----	5	204	173	93	9	1
Tarlac -----	8	153	145	98	5	3
Tayabas -----	6	269	248	98	9	1
Union -----	5	192	186	97	5	-----
Zambales -----						
Mountain -----						
Normal School -----						
Trade School -----						
Commerce, School of -----						
Total -----	208	6,915	6,401	-----	260	98

NOTE.—The enrollment in normal institutes is almost entirely of Filipino Insular and municipal teachers.

No. XI.—Temporary municipal teachers average salary.

Division.	Male.			Female.			Male and female, total average salary.
	Num-ber.	Average salary.	Total salary.	Num-ber.	Average salary.	Total salary.	
Manila	53	₱ 40.00	₱ 2,120.00	108	₱ 33.00	₱ 3,564.00	₱ 35.30
Albay							
Camarines	12	22.92	275.00				22.92
Antique							
Bataan	1	18.00	18.00	1	15.00	15.00	16.50
Batangas	1	15.00	15.00				15.00
Bohol	3	10.83	32.49	1	5.00	5.00	9.37
Bulacan	19	18.14	344.66	15	18.19	272.85	18.16
Cagayan							
Capiz	183	13.81	2,527.23	43	11.83	508.69	13.43
Cavite	2	11.33	22.66	2	9.50	19.00	10.42
Cebu	7	5.71	39.97	3	6.66	20.00	6.00
Ilocos Norte	4	20.62	82.50				20.62
Ilocos Sur	2	11.00	22.00	1	15.00	15.00	12.33
Iloilo							
Isabela	10	15.30	153.00	4	13.50	54.00	14.79
Laguna	33	17.03	562.00	19	13.50	256.50	15.74
LeYTE	4	13.00	52.00				13.00
Mindoro	4	9.00	36.00	3	10.00	30.00	9.43
Misamis	15	15.53	232.95	10	14.35	143.50	15.06
Occidental Negros	33	14.21	468.93	9	12.67	114.03	13.88
Oriental Negros	8	6.30	50.40	10	9.00	90.05	7.80
Nueva Ecija	8	13.50	108.00	3	13.50	40.50	13.50
Nueva Vizcaya	15	11.13	171.00	5	12.80	64.00	11.75
Palawan	1	18.00	18.00	1	12.00	12.00	15.00
Pampanga	30	16.94	508.31	13	17.85	232.00	17.22
Pangasinan	388	15.13	5,870.44	95	14.86	1,411.70	15.08
Rizal							
Samar	187	18.25	3,412.75	54	14.14	763.56	17.33
Sorsogon	63	17.93	1,129.59	29	18.33	531.57	18.06
Surigao	66	11.25	742.50	38	11.23	426.74	11.24
Tarlac	79	14.61	1,154.10	11	14.18	156.00	14.56
Tayabas	6	14.00	84.00	7	15.15	106.00	14.62
Union	1	8.00	8.00				8.00
Zambales	1	15.00	15.00	1	5.00	5.00	10.00
Mountain							
Normal School							
Trade School							
Commerce, School of							
Total	1,239	16.87	20,276.48	486	18.22	8,856.69	16.89

No. XII.—Regular municipal teachers average salary.

Division.	Male.			Female.			Male and female, total average salary.
	Number.	Average salary.	Total salary.	Number.	Average salary.	Total salary.	
Manila-----	82	₱ 69.00	₱ 5,658.00	74	₱ 64.00	₱ 4,736.00	₱ 66.63
Albay-----	127	24.19	3,072.13	49	23.48	1,150.52	23.94
Camarines-----	94	21.23	1,996.00	46	21.17	974.00	21.21
Antique-----	76	14.85	1,128.60	20	13.88	277.60	14.65
Bataan-----	24	19.67	472.00	14	18.93	265.00	19.39
Batangas-----	144	21.84	3,122.96	50	19.37	968.50	21.09
Bohol-----	180	12.50	2,250.00	127	10.30	1,308.10	11.59
Bulacan-----	76	24.13	1,833.88	49	18.14	1,158.85	23.94
Cagayan-----	120	16.89	1,930.70	35	13.91	487.00	15.60
Capiz-----	30	17.03	510.90	5	17.00	85.00	17.02
Cavite-----	93	18.32	1,708.46	51	17.47	890.97	18.02
Cebu-----	381	12.61	4,804.41	176	13.81	2,430.56	12.99
Ilocos Norte-----	139	9.64	1,339.96	64	9.91	634.24	9.73
Ilocos Sur-----	115	14.11	1,622.65	75	14.02	1,051.50	14.07
Iloilo-----	230	16.20	3,726.00	101	15.68	1,583.68	16.04
Isabela-----	51	18.55	946.05	13	19.84	257.92	18.82
Laguna-----	76	22.46	1,707.00	48	19.82	951.50	21.44
Leyte-----	218	16.28	3,549.04	81	14.18	1,148.58	15.71
Mindoro-----	45	14.56	655.00	8	16.00	128.00	14.77
Misamis-----	31	16.52	512.12	28	16.63	465.64	16.57
Occidental Negros-----	175	15.84	2,772.00	52	13.27	690.04	15.25
Oriental Negros-----	133	10.58	1,407.14	69	10.48	723.12	10.55
Nueva Ecija-----	110	17.35	1,908.50	38	15.18	576.84	16.79
Nueva Vizcaya-----	11	13.00	143.00	7	15.71	110.00	14.06
Palawan-----	13	23.35	303.55	6	20.75	124.50	22.53
Pampanga-----	128	21.67	2,773.59	61	21.01	1,281.75	21.45
Pangasinan-----	93	24.17	2,247.81	33	22.44	740.63	23.72
Rizel-----	89	24.02	2,137.91	87	22.70	1,975.31	23.37
Samar-----	46	22.56	1,037.76	7	22.13	154.91	22.50
Surigao-----	41	14.02	574.82	16	13.06	208.96	13.75
Tarlac-----	75	18.46	1,384.45	13	17.63	229.20	18.34
Tayabas-----	122	19.69	2,402.41	74	24.33	1,800.12	21.44
Union-----	95	10.91	1,036.00	38	10.45	397.00	10.77
Zambales-----	51	12.11	617.61	14	11.36	159.04	11.95
Mountain-----	9	11.44	102.96	5	12.40	62.00	11.78
Normal School-----							
Trade School-----							
Commerce, School of-----							
Total-----	3,523	17.99	63,390.37	1,634	18.47	30,186.58	18.15

No. XIII.—Statistics of average salaries of Filipino municipal teachers.

Division.	Regular.			Temporary.			Grand total.		
	Number.	Average salary.	Total salary.	Number.	Average salary.	Total salary.	Number.	Average salary.	Total salary.
Manila	156	P 66.63	P 10,394.00	161	P 35.30	P 5,684.00	317	P 50.72	P 16,078.00
Albay	176	23.94	4,222.65				176	23.93	4,222.65
Camarines	140	21.21	2,970.00	12	22.92	275.00	152	21.34	3,245.00
Antique	96	14.65	1,406.20				96	14.65	1,406.20
Bataan	38	19.39	737.00	2	16.50	33.00	40	19.25	770.00
Batangas	194	21.09	4,091.46	1	15.00	15.00	195	21.06	4,106.46
Bohol	307	11.59	3,558.10	4	9.37	37.49	311	11.56	3,595.59
Bulacan	125	23.94	2,992.73	34	18.16	617.51	159	22.70	3,610.24
Cagayan	155	15.60	2,417.70				155	15.60	2,417.70
Capiz	35	17.02	595.90	226	13.43	3,035.92	261	13.91	3,631.82
Cavite	144	18.02	2,594.43	4	10.42	41.66	148	17.81	2,636.09
Cebu	557	12.99	7,234.97	10	6.00	59.97	567	12.87	7,294.94
Ilocos Norte	203	9.73	1,974.20	4	20.62	82.50	207	9.94	2,056.70
Ilocos Sur	190	14.07	2,674.15	3	12.33	37.00	193	14.05	2,711.15
Iloilo	331	16.04	5,309.68				331	16.04	5,309.68
Isabela	64	18.82	1,208.97	14	14.79	207.00	78	18.09	1,410.97
Laguna	124	21.44	2,658.50	52	15.74	818.50	176	19.76	3,477.00
Leyte	299	15.71	4,697.62	4	13.00	52.00	303	15.68	4,749.62
Mindoro	53	14.77	783.00	7	9.43	66.00	60	14.15	849.00
Misamis	59	16.57	977.76	25	15.06	376.45	84	16.12	1,354.21
Occidental Negros	227	15.25	3,462.04	42	13.88	582.96	269	15.04	4,045.00
Oriental Negros	202	10.55	2,130.26	18	7.80	140.45	220	10.32	2,270.71
Nueva Ecija	148	16.79	2,485.34	11	13.50	148.50	159	16.57	2,633.84
Nueva Vizcaya	18	14.06	253.00	20	11.75	235.00	38	12.84	488.00
Palawan	19	23.58	428.05	2	15.00	30.00	21	21.84	458.05
Pampanga	189	21.45	4,055.34	43	17.22	740.31	232	20.67	4,795.65
Pangasinan	126	23.72	2,988.44	483	15.08	7,282.14	609	16.86	10,270.58
Rizal	176	23.37	4,113.22				176	23.37	4,113.22
Samar				241	17.33	4,176.31	241	17.33	4,176.31
Sorsogon	53	22.50	1,192.67	92	18.06	1,661.16	145	19.68	2,883.83
Surigao	57	13.75	783.78	104	11.24	1,169.24	161	12.13	1,953.92
Tarlac	88	18.34	1,613.65	90	14.56	1,310.10	178	16.49	2,933.75
Tayabas	196	21.44	4,202.53	13	14.62	190.00	209	21.02	4,392.53
Union	133	10.77	1,433.00	1	8.00	8.00	134	10.75	1,441.00
Zambales	65	11.95	776.65	2	10.00	20.00	67	11.89	796.65
Mountain	14	11.78	164.96				14	11.78	164.96
Normal School									
Trade School									
Commerce, School of									
Total	5,157	18.15	98,576.95	1,725	16.89	29,133.17	6,882	17.83	122,710.12

No. XIV.—A table showing, by divisions and for the Islands, the apportionment of the funds appropriated by Acts Nos. 1275, 1580, 1688, and 1801 for the aid of the construction of public school buildings, and the amounts to be raised locally for the same purpose.

Division.	1906.		1907.	
	Act 1275.	Locally.	Act 1580.	Locally.
Manila	₱8,258.72		₱50,000.00	₱50,000.00
Albay	8,000.00	₱35,000.00		
Camarines	8,000.00			
Antique	6,000.00	1,500.00		
Bataan	6,000.00	5,000.00		
Batangas	5,000.00	3,500.00	8,000.00	7,000.00
Benguet	9,401.01		6,200.00	
Bohol	12,090.00	16,000.00		
Bulacan	10,000.00	22,000.00	10,000.00	10,000.00
Cagayan	8,000.00	17,500.00	12,000.00	
Capiz	8,000.00	24,000.00		
Cavite	11,575.00	1,000.00	10,000.00	10,000.00
Cebu	12,000.00		22,500.00	39,000.00
Ilocos Norte			17,000.00	17,000.00
Ilocos Sur	17,000.00	29,000.00		
Iloilo	36,017.32	25,000.00		
Isabela	10,000.00	3,987.99		
Laguna			16,000.00	2,000.00
Lepanto-Bontoc			6,000.00	
Leyte	10,000.00	10,000.00	5,000.00	5,000.00
Mindoro	5,000.00		12,500.00	
Misamis	13,000.00	8,000.00	18,000.00	26,000.00
Occidental Negros	8,000.00	37,114.45		
Oriental Negros	6,000.00	20,000.00		
Nueva Ecija	8,000.00	2,500.00	1,000.00	1,000.00
Nueva Vizcaya	6,000.00		5,000.00	
Palawan	4,000.00			
Pampanga	12,000.00	15,500.00	13,000.00	14,000.00
Pangasinan	8,000.00	8,000.00	15,000.00	
Rizal	7,252.75	4,385.40	16,000.00	
Romblon	8,000.00	13,500.00		
Samar	8,000.00	8,000.00	8,000.00	
Sorsogon	20,000.00	85,000.00	5,000.00	
Surigao	16,000.00	16,000.00		
Tarlac	7,000.00	10,000.00	12,000.00	
Tayabas	12,907.06	14,000.00	22,000.00	20,000.00
Union	12,000.00	16,329.12	6,000.00	8,000.00
Zambales	8,000.00	8,000.00	1,000.00	
Normal School				
Trade School				
Commerce, School of				
Total	354,411.86	459,816.96	297,200.00	209,000.00
Miscellaneous refunds	4,618.83			
Total	349,793.03			
Balance unapportioned	206.97		2,800.00	

No. XIV.—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	1908.		1909.		Total.	
	Act 1688.	Locally.	Act 1801.	Locally.	Insular.	Local.
Manila						
Albay	₱ 28,000.00	₱ 30,100.00	₱ 7,726.00	₱ 3,863.00	₱ 58,258.72	₱ 50,000.00
Camarines	20,000.00	20,000.00			43,726.00	68,968.00
Antique	7,500.00	7,500.00			28,000.00	20,000.00
Bataan			2,360.00	1,180.00	13,500.00	9,000.00
Batangas					8,360.00	6,180.00
Benguet	17,800.00				13,000.00	10,500.00
Bohol			2,000.00	1,000.00	33,401.01	
Bulacan	32,378.74	36,378.74	8,000.00	4,000.00	14,000.00	17,000.00
Cagayan	1,500.00				60,378.74	72,378.74
Capiz	11,590.00				21,500.00	17,500.00
Carite					19,590.00	24,000.00
Cebu			800.00	400.00	21,575.00	11,000.00
Ilocos Norte	10,000.00				35,300.00	39,400.00
Ilocos Sur			2,460.00	1,230.00	27,000.00	17,000.00
Iloilo	12,500.00	12,500.00	8,000.00	4,000.00	19,460.00	30,230.00
Isabela	4,000.00	1,000.00	2,000.00	1,000.00	56,517.32	41,500.00
Laguna	45,000.00				16,000.00	5,987.99
Lepanto-Bontoc					61,000.00	2,000.00
Leyte	31,000.00	34,000.00	1,000.00	500.00	6,000.00	
Mindoro					47,000.00	49,500.00
Misamis	10,000.00	10,000.00			17,500.00	
Occidental Negros	22,000.00	25,500.00	4,000.00	2,000.00	41,000.00	44,000.00
Oriental Negros	5,000.00	10,000.00			34,000.00	64,614.45
Nueva Ecija			2,000.00	1,000.00	11,000.00	30,000.00
Nueva Vizcaya	5,000.00				11,000.00	4,500.00
Palawan	1,200.00				16,000.00	
Pampanga	16,000.00	6,000.00	24,200.00	12,100.00	5,200.00	
Pangasinan	15,000.00	12,000.00			65,200.00	47,000.00
Rizal	6,000.00	6,000.00			38,000.00	20,000.00
Romblon					29,252.75	10,385.40
Samar	3,000.00				8,000.00	13,500.00
Sorsogon			4,000.00	2,000.00	19,000.00	8,000.00
Surigao	2,500.00				29,000.00	87,000.00
Tarlac					18,500.00	16,000.00
Tayabas	12,000.00	15,000.00			19,000.00	10,000.00
Union	8,000.00		4,000.00	2,000.00	46,907.06	49,000.00
Zambales	10,000.00		4,000.00	2,000.00	30,000.00	26,329.12
Normal School					23,000.00	10,000.00
Trade School						
Commerce, School of						
Total	336,968.74	225,978.74	76,546.00	38,273.00	1,065,126.60	933,068.70
Miscellaneous						
Total						
Balance unapportioned	13,031.26		423,454.00			

No. XV.—A table showing, by divisions and for the Islands, the promotions by grades during the last semester of the school year 1908–9.

Division.	Primary Grades.			Intermediate Grades.			Years of High Schools.			
	I to II.	II to III.	III to IV.	IV to V.	V to VI.	VI to VII.	VII to first year.	First to second year.	Second to third year.	Third to fourth year.
Manila	1,283	717	591	196	240	221	139	79	61	55
Albay	2,000	470	1,000	210	368	349	198	99	57	12
Camarines	1,314	778	321	224	99	73	27	4		
Antique	1,802	809	161	109	74	34	19	3	6	
Bataan	316	151	35	43	42	26	6			
Batangas	867	727	283	278	205	198	90	12	16	
Bohol	3,899	1,756	127	219	89	67	12			
Bulacan	1,811	1,025	384	298	229	163	69	25	19	10
Cagayan	1,874	572	194	126	119	62	40	16	9	
Capiz	3,692	1,746	446	255	27	20	8	10	5	10
Cavite	802	636	168	159	96	101	48		5	
Cebu	6,405	2,488	710	377	136	73	31	19	7	7
Ilocos Norte	2,236	1,196	259	216	208	82	27	5	7	
Ilocos Sur	1,820	1,065	300	233	200	113	72	28	14	
Iloilo	1,622	1,224	214	254	100	74	50	39	23	
Isabela	233	187	104	73	42	22	12	6		
Laguna	1,174	754	293	215	169	138	54	28	6	
Leyte	4,865	2,185	565	413	156	73	35	9	6	
Mindoro	413	172	83	44	17	15	6			
Misamis	1,052	698	239	132	26	19	12	7		
Occidental Negros	3,269	1,255	424	328	126	71	50	13	12	6
Oriental Negros	1,904	782	77	73	71	29	7	3		
Nueva Ecija	1,501	852	192	204	170	107	45	13	11	
Nueva Vizcaya	209	180	17	32	13	11	3			
Palawan	551	171	60	29	14	20	5			
Pampanga	3,306	1,725	545	307	208	113	48	30	13	9
Pangasinan	4,611	2,390	704	557	145	85	55			
Rizal	2,174	928	164	146	123	109	55	7		
Samar	6,557	2,755	1,050	370	105	53	35	7	6	
Sorsogon	755	451	240	114	59	21	15	4		
Surigao	2,337	882	348	144	59	46	19	5		3
Tarlac	2,302	1,110	245	233	112	122	47	29	17	
Tayabas	698	410	211	240	220	132	66	13	7	8
Union	1,331	710	286	213	180	120	36	18		
Zambales	425	233	107	109	34	50	22	14	2	
Mountain	478	190	50	40	25					
Normal School	31	41	33	33	38	39	39	37	33	37
Trade School				8	7	10	14	11	8	4
Commerce, School of					14	2	10	23		
Total	71,919	34,371	11,230	7,254	4,368	3,063	1,526	616	350	161

No. XVI (a).—A table showing, by divisions and for the Islands, the distribution of disbursements made from the Insular appropriation during the period from July 1, 1908, to June 30, 1909.

Division.	Salaries and wages.			
	American teachers.		Filipino teachers.	
	Regular.	Temporary.	Regular.	Temporary.
Albay	₱134,309.15	₱3,566.04	₱2,907.01	₱42.50
Manila	41,864.58	5,237.43	5,852.13	2,691.22
Camarines	44,500.92	1,656.78	5,279.68	5,500.29
Antique	23,244.54	2,378.38	3,043.67	3,015.74
Bataan	18,452.86	2,191.82	1,658.33	1,481.08
Batangas	41,376.49	4,735.32	11,472.02	1,148.88
Benguet	32,602.96	4,117.58	911.34	2,500.86
Bohol	47,526.43	5,337.54	2,940.99	5,945.34
Bulacan	50,268.41	7,264.69	13,291.24	1,735.99
Cagayan	48,323.03	1,583.99	3,315.66	5,103.26
Capiz	76,965.10	4,369.22	9,990.71	4,465.60
Cavite	38,868.25	3,180.54	10,694.83	2,258.06
Cebu	73,470.46	4,366.64	5,800.07	8,009.08
Ilocos Norte	41,786.95	3,894.09	9,311.33	416.92
Ilocos Sur	66,149.19	5,810.73	12,468.22	6,219.25
Iloilo	72,233.69	10,003.49	8,083.35	7,533.72
Isabela	17,388.35	3,495.00	2,024.67	1,564.99
Laguna	47,515.02	3,663.33	5,042.16	2,116.21
Lepanto Bontoc	849.99			
Leyte	76,569.96	4,366.85	2,426.16	5,514.62
Mindoro	21,140.95	1,809.33	1,133.32	2,887.37
Misamis	32,964.93	3,755.89	2,455.16	3,605.81
Occidental Negros	65,946.35	1,721.38	6,561.85	7,904.38
Oriental Negros	38,809.20	3,444.16	3,615.29	3,465.72
Nueva Ecija	33,665.25	4,404.59	8,207.18	2,165.56
Nueva Vizcaya	13,130.01	1,815.66	2,405.78	3,356.84
Palawan	12,220.56	1,688.33	2,486.67	3,946.32
Pampanga	66,816.33	6,982.20	10,043.69	3,435.80
Pangasinan	98,961.48	4,131.50	14,477.67	6,531.08
Rizal	38,314.61	4,977.90	7,767.07	3,571.68
Romblon	922.26			
Samar	61,978.34	7,972.77	3,449.66	4,976.39
Sorsogon	43,677.96	3,918.33	1,800.66	1,957.85
Surigao	53,737.22	1,135.67	2,842.50	3,480.37
Tarlac	35,210.78	1,243.68	5,744.78	2,963.27
Tayabas	58,416.29	7,189.11	8,589.43	2,587.01
Union	41,831.80	3,007.84	5,397.23	2,772.87
Zambales	27,465.30	625.00	1,932.66	2,963.96
Normal School	56,673.76	13,195.01	4,399.33	2,154.06
Trade School	24,181.44	7,840.66	1,713.34	6,773.42
Commerce, School of	29,680.28	3,375.00	1,134.67	846.16
Deaf and Blind, School for	2,002.22			424.16
General office				
Library				
Total	1,852,003.56	165,453.77	211,671.51	184,038.59

No. XVI (a).—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Salaries and wages.			
	Division superintendents and clerks.	Half salaries.	Miscellaneous.	Total.
Manila	₱6,000.00	₱365.00	.....	₱147,189.70
Albay	5,436.87	256.33	.....	61,338.56
Camarines	5,167.23	98.33	.....	59,198.23
Antique	2,931.10	326.67	.....	34,940.10
Bataan	578.44	77.78	.....	24,440.31
Batangas	5,440.00	83.33	.....	64,256.04
Benguet	4,178.54	171.11	.....	44,482.69
Bohol	4,546.00	206.66	.....	66,512.96
Bulacan	5,898.20	247.22	.....	78,705.75
Cagayan	1,230.00	88.90	.....	59,644.84
Capiz	5,196.76	98.33	.....	101,080.72
Cavite	5,662.66	.....	.....	60,664.34
Cebu	8,597.22	374.44	.....	99,617.91
Ilocos Norte	5,265.00	446.30	.....	61,120.59
Ilocos Sur	5,078.67	183.33	.....	95,909.39
Iloilo	7,011.01	501.67	₱145.61	105,512.54
Isabela	3,692.83	.....	.....	28,165.84
Laguna	7,569.17	189.91	.....	66,095.80
Lepanto-Bontoc	335.00	100.00	.....	1,284.99
Leyte	4,672.33	179.44	.....	93,729.36
Mindoro	3,246.67	.....	.....	30,217.64
Misamis	1,798.50	245.66	2.27	44,828.22
Occidental Negros	5,241.33	365.56	.....	87,740.75
Oriental Negros	6,347.50	289.99	.....	55,971.86
Nueva Ecija	4,252.29	77.78	328.03	53,100.68
Nueva Vizcaya	5,544.17	.....	.....	23,252.46
Palawan	806.00	.....	.....	21,147.88
Pampanga	5,952.33	611.13	.....	98,841.48
Pangasinan	8,148.28	283.66	16.26	132,549.93
Rizal	5,297.22	369.44	.....	60,297.92
Romblon .....	.....	.....	.....	922.26
Samar	5,925.60	184.44	.....	84,487.20
Sorsogon	3,377.32	284.17	.....	55,016.29
Surigao	5,193.93	455.55	.....	66,845.24
Tarlac	3,818.88	193.33	.....	49,174.72
Tayabas	5,955.00	.....	.....	82,736.75
Uuión	5,123.66	200.00	294.91	58,628.31
Zambales	4,087.22	83.33	.....	37,157.47
Normal School	7,911.73	541.67	3,906.10	88,781.66
Trade School	8,344.99	.....	5,792.18	54,646.03
Commerce, School of	143.33	.....	648.20	35,802.64
Deaf and Blind, School for .....	.....	77.78	.....	2,504.16
General office .....	.....	.....	103,596.88	103,596.88
Library .....	.....	.....	12,665.70	12,665.70
Total	191,002.98	8,248.24	127,391.14	2,689,804.79

NOTE.—For expenses other than salaries and wages see next page.

No. XVI (b).—A table showing, by divisions and for the Islands, the distribution of disbursements made from the Insular appropriation for expenses other than salaries during the period from July 1, 1908, to June 30, 1909.

Division.	Traveling expenses.				
	General office and library.	Division superintendents.	Supervisor teachers.	Other teachers.	To and from Philippine Islands.
Manila					₱2,923.82
Albay	₱1,513.09	₱1,510.63	₱494.67		1,458.30
Camarines	547.30	1,791.32	272.71		1,582.70
Antique	672.78	603.60	141.26		1,277.70
Bataan	320.31	540.10	68.90		557.10
Batangas	253.57	1,209.69	287.81		1,964.40
Benguet	435.03	1,023.50	199.01		1,656.07
Bohol	196.46	2,159.10	504.15		1,245.18
Bulacan	651.74	1,533.62	155.13		2,380.34
Cagayan	628.15	985.40	251.40		654.04
Capiz	281.86	1,921.10	696.61		1,849.30
Cavite	166.46	1,097.23	153.42		1,459.02
Cebu	905.71	3,287.79	1,251.38		2,035.20
Ilocos Norte	488.90	1,356.24	107.27		1,210.84
Ilocos Sur	426.86	1,423.18	672.36		1,992.72
Iloilo	327.25	2,346.28	541.11		1,883.19
Isabela	782.80	558.99	125.40		782.60
Laguna	377.11	919.34	185.98		1,124.45
Lepanto-Bontoc					53.90
Leyte	828.80	2,707.52	1,010.13		2,372.90
Mindoro	393.10	791.05	1,247.94		151.36
Misamis	1,102.33	848.85	922.38		853.60
Occidental Negros	423.98	2,805.36	1,649.36		2,101.50
Oriental Negros	483.40	1,750.05	215.00		1,209.07
Nueva Ecija	449.62	1,182.72	550.71		1,302.46
Nueva Vizcaya	428.87	480.14	255.56		828.30
Palawan	467.05	219.60	13.75		1,105.30
Pampanga	506.30	2,179.02	93.54		1,921.22
Pangasinan	643.69	3,221.34	834.27		2,598.12
Rizal	579.99	892.03	73.19		1,385.25
Romblon	77.75	273.50	63.00		
Samar	365.75	882.32	168.04		3,455.16
Sorsogon	539.65	964.65	453.02		2,435.42
Surigao	480.05	1,490.56	873.27		1,562.72
Tarlac	453.56	1,286.56	135.89		2,226.94
Tayabas	728.55	1,193.32	874.05		2,665.90
Union	764.80	1,239.13	190.70		764.65
Zambales	143.07	824.85	166.27		1,713.74
Normal School	193.05		427.41		2,423.69
Trade School	25.25				1,279.68
Commerce, School of					563.06
Deaf and Blind, School for					57.74
General office	₱1,358.93	260.74			1,130.95
Library	514.57				
Total	1,873.50	18,314.73	49,499.68	16,363.55	64,149.60

No. XVI (b).—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Per diem.				Transportation of school supplies.	Office expenses.
	General office and library.	Division superintendent.	Supervisor teachers.	Other teachers.		
Manila						
Albay	₱321.50	₱212.59	₱45.95	₱473.16	₱359.84	
Camarines	419.00	426.75		550.56	301.50	
Antique	351.00	10.00	8.50	192.39	155.00	
Bataan	279.00	44.00		30.70	95.50	
Batangas	241.00	49.50	50.00	231.84	210.00	
Benguet	834.85	313.12	28.00	434.60	180.04	
Bohol	200.50	119.32	203.53	223.01	263.20	
Bulacan	159.00	24.50	44.85	70.32	149.00	
Cagayan	495.28	293.56	74.67	687.38	250.66	
Capiz	290.00	86.00	100.00	373.29	285.50	
Cavite	255.48	39.75	69.50	235.07	129.50	
Cebu	406.00	442.75	57.22	510.70	430.00	
Ilocos Norte	219.00			4.00	256.93	199.12
Ilocos Sur	340.00	21.00	125.75	484.56	226.00	
Iloilo	258.00	116.50	51.00	251.28	342.92	
Isabela	313.90		8.00	150.91	227.00	
Laguna	428.40	443.60	76.00	301.61	112.33	
Lepanto-Bontoc						
Leyte	242.00	255.25	126.00	679.79	370.00	
Mindoro	386.00	238.35	198.10	37.99	117.40	
Misamis	391.00	77.25	83.92	354.99	370.20	
Occidental Negros	1,123.60	401.10	138.70	580.17	572.42	
Oriental Negros	205.00	200.55	5.00	444.78	264.80	
Nueva Ecija	219.30	9.50	325.50	550.73	140.00	
Nueva Vizcaya	638.00		107.00	487.08	103.12	
Palawan	396.75	15.00	10.00	301.44	100.00	
Pampanga	464.50	381.00		119.16	200.00	
Pangasinan	298.10	142.25	187.21	627.77	667.16	
Rizal	415.00	27.00		99.65	198.00	
Romblon				6.52		
Samar	321.00	112.65	19.00	221.35	241.14	
Sorsogon	392.00	120.90	26.50	138.77	387.24	
Surigao	434.20	382.10	359.07	694.94	93.00	
Tarlac	381.00	147.90	25.00	154.10	181.00	
Tayabas	273.00	103.00		257.69	340.00	
Union	347.00	268.08	29.48	291.88	279.66	
Zambales	147.80	307.00	3.00	100.43	123.58	
Normal School	12.00		49.44	19.54	250.00	
Trade School	24.00				14.28	
Commerce, School of					3.00	
Deaf and Blind, School for		8.00				
General office	1,060.95	686.85			2,715.27	24,888.87
Library					23.27	42.20
Total	1,060.95	13,618.01	5,831.82	2,639.89	14,365.62	33,814.18

No. XVI (b).—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Repairs to equipment.	Repairs to buildings.	Rent.	Miscellaneous.	Total.	Grand total of XVI (a) and XVI (b).
Manila				₱ 24.89	₱ 2,948.71	₱ 150,138.41
Albay	₱ 25.00		5.70	5,420.43	66,758.99	
Camarines	5.60		4.42	5,851.86	65,050.09	
Antique	2.20			3,414.43	38,354.53	
Bataan				1,935.61	26,375.92	
Batangas	15.00			4,512.81	68,768.85	
Benguet	40.00		128.55	5,272.77	49,755.46	
Bohol	70.55			5,085.00	71,597.96	
Bulacan	6.00		2.50	5,177.00	88,882.75	
Cagayan	23.85			4,344.39	63,989.23	
Capiz	81.50			5,965.16	107,045.88	
Cavite	40.00			3,645.43	64,309.77	
Cebu	38.65		180.00	9,545.40	109,163.31	
Ilocos Norte	22.50			3,964.80	65,085.39	
Ilocos Sur	40.50		12.50	5,765.43	101,674.82	
Iloilo			43.88	6,161.41	111,673.95	
Isabela				2,949.60	31,115.44	
Laguna	40.00			4,008.82	70,104.62	
Lepanto-Bontoc				53.90	1,338.89	
Leyte	7.50			8,599.89	102,329.25	
Mindoro			100.00	3,661.29	33,878.93	
Misamis	49.65			5,054.17	49,882.39	
Occidental Negros	39.00			9,835.19	97,575.94	
Oriental Negros	4.00			4,781.65	60,753.51	
Nueva Ecija	107.40		284.30	5,122.24	58,222.92	
Nueva Vizcaya	3.60			3,331.67	26,584.13	
Palawan	15.00			2,643.89	23,791.77	
Pampanga	118.73		90.00	6,073.47	99,914.95	
Pangasinan	2.80		16.26	9,238.97	141,788.90	
Rizal	2.00			3,672.11	63,970.03	
Romblon				420.77	1,343.08	
Samar				5,786.41	90,273.61	
Sorsogon	.50			5,464.18	60,480.47	
Surigao	127.80		5.53	6,497.71	78,342.95	
Tarlac	46.00			5,037.95	54,212.67	
Tayabas			2.00	6,437.51	89,174.26	
Union				4,175.38	62,803.69	
Zambales	40.00			3,569.74	40,727.21	
Normal School	2,302.71	₱ 645.44	₱ 10,800.00	3,373.84	20,497.12	109,278.78
Trade School	73.09	971.48		952.88	3,340.66	57,986.69
Commerce, School of	286.66	285.32	3,000.00	700.95	4,788.99	40,591.63
Deaf and Blind, School for	15.32		1,320.00	1,568.62	3,007.18	5,511.34
General office	671.78			2,618.33	35,342.67	138,939.55
Library	14.44				594.48	13,260.78
Total	4,379.33	1,852.24	15,120.00	10,115.15	252,998.25	2,942,803.04
Not charged to provinces						904,354.55
Grand total						3,847,157.59

No. XVI (c).—A table showing for what purpose the amount given in the preceding table, as not charged to provinces, was expended.

Supplies:

General	₱573,504.36
Industrial	112,389.70
Government students	94,536.66
Nurses' class	9,459.57
Night schools	7,023.00
Maintenance permanent building.....	442.50
Friar lands estates.....	23,919.39
Non-Christian schools	65,999.11
Christian schools	11,080.16
Baguio assembly	4,940.10
Honorarium	1,060.00
Total	904,354.55

No. XVII.—A table showing, by divisions, the total provincial expenditures for school purposes during the fiscal year 1908-9.

Division.	Construction and repairs.	Furniture and equipment.	Salaries and wages.	Rent.	Current expenses.	Miscellaneous.	Total.
Manila							
Albay	₱213.10		₱450.28	₱30.00	₱577.92		₱1,271.30
Camarines		₱35.50	271.05	817.98		₱979.11	2,103.64
Antique	2,164.91	149.79	54.20	175.55			2,544.45
Bataan	29.00	140.79	124.28	48.30			342.37
Batangas	18.15		278.00			1,784.84	2,080.99
Bohol	951.06	187.74	263.00	64.00	44.11	3,362.20	4,872.11
Bulacan	12,232.20	1,101.02	331.34	160.36		631.66	14,456.58
Cagayan	9,378.41	4.70	156.00	350.00		367.18	10,256.29
Capiz	2,239.55	1,682.97	422.84	150.00	1,751.57		6,246.93
Cavite	22.49	305.00		739.20			1,066.69
Cebu	613.76		513.50	2,200.00	1,062.08		4,389.34
Ilocos Norte	16,676.59	78.39	132.13	800.00	418.19		18,105.30
Ilocos Sur	2,245.91		280.00			2,811.09	5,337.00
Iloilo	6,499.76					675.73	7,175.49
Isabela	632.27	4.50			471.38	40.00	1,148.15
Laguna	4,625.90		348.79	975.00	132.00	195.70	6,277.39
Leyte	56,540.63	48.80	394.33	1,650.00	681.00		59,314.76
Mindoro	310.60	224.50	593.83			508.55	1,637.48
Misamis		164.52	107.60	736.63	680.11		1,688.86
Mountain			196.49		25.35	46.79	268.63
Occidental Negros	7,258.17	225.22	988.10	945.33		1,965.72	11,382.54
Oriental Negros	73.41	202.98	231.09			127.63	635.11
Nueva Ecija	2,741.61	61.42	134.30	214.16			3,151.49
Nueva Vizcaya	7,776.31		74.98	150.00		1,384.79	9,386.08
Palawan	1,733.01	84.14	189.00			13.90	2,020.05
Pampanga	705.17	1,268.25	496.17	219.80		2,590.91	5,280.30
Pangasinan	11.50	238.66	646.54	2,579.00		1,988.73	5,464.43
Rizal	67.40	26.00	400.00	105.00		396.26	994.66
Sainta	1,530.55		139.60	1,320.00			2,990.15
Sorsogon	289.75	55.68	85.00				430.43
Surigao	571.59	242.92	195.30	33.00	29.43	335.36	1,407.60
Tarlac	197.00	694.68	116.80			419.14	1,427.62
Tayabas	1,138.43	1,268.72		321.66		296.01	3,024.82
Union	2,318.50	76.40	152.50			1,424.00	3,971.40
Zambales	26,201.39			271.64		67.77	26,540.80
Total	168,008.08	8,573.29	8,767.04	15,056.61	5,873.14	22,413.07	228,691.28

No. XVIII.—A table showing by divisions the total municipal receipts and expenditures for school purposes during the fiscal year 1908-9.

Division.	Municipal receipts.					Total receipts.
	Balance on hand July 1, 1908.	Internal revenue.	One fourth of 1 per cent from general land tax.	Appropriated from general fund.	Loaned from general fund.	
Manila	₱47,453.43	₱23,578.78	₱61,254.68	₱282,100.00		₱282,100.00
Albay	28,591.93	23,041.09	18,401.60	205.10		135,863.31
Camarines	4,891.05	12,273.82	6,019.17	1,137.81		72,842.51
Antique			4,218.44	855.35		25,205.80
Batangas	3,963.39	4,228.78				964.62
Batangas	28,806.14	25,710.10	23,812.55	11,828.04		148.87
Bonol	21,890.65	26,719.88	9,314.79	2,602.61		90,905.70
Bulacan	75,511.25	20,628.13	35,744.67	2,000.00		68,408.05
Cagayan	35,202.76	11,912.75	21,206.01	1,229.41		5,083.93
Capiz	27,250.76	12,143.65	3,330.61		1,082.89	139,771.98
Capiz	20,732.44	16,914.20	15,218.28	2,332.24		70,583.82
Cebu	66,482.86	16,101.77	5,338.00	₱6,515.74		9,788.84
Ilocos Norte	51,859.17	17,114.00	12,032.37	6,079.41		1,696.26
Ilocos Sur	12,847.86	20,157.45	25,504.96	3,387.10		49,128.87
Iloilo	10,461.18	40,155.48	27,994.01	8,546.04		104,862.31
Isabela		10,291.47	7,673.70	13,679.99		735.01
Laguna	14,872.22	34,838.18	69.28			31,714.44
Mindoro	35,380.70	25,707.25	11,284.91	12.67		6,005.05
Misamis	14,348.22	13,374.97	11,201.34	6,671.85		129,730.29
Mountain	14,695.69	466.03	419.11	551.00		116,644.08
Oriental Negros	3,972.29	29,882.72	32,017.04	408.71		40,396.69
Nueva Ecija	45,258.45	5,168.24	3,645.19			5,261.14
Nueva Ecija	24,862.58	18,581.99	150.00			111,771.20
Palawan	16,750.49	12,282.51	38,304.94	4,074.42		3,158.39
Pampanga	16,829.71					70,374.98
Pangasinan	4,316.53	2,200.00				7,569.13
Rizal	32,817.65	22,056.94	50,453.21			6,546.53
Samar	86,083.50	43,958.80	73,698.28	33,803.75		106,676.73
Sorsogon	24,860.43	14,738.55	29,387.08	4,219.33		279,296.32
Surigao	39,901.08	26,627.93	18,320.88	129.05		75,102.39
Tarlac	18,618.98	17,804.93	27,621.62	3,485.81		86,886.06
Tayabas	9,458.54	8,537.22	10,464.69	2,738.80		63,854.23
Union	33,821.32	13,361.73	21,544.81	7,470.00		31,089.31
Zambales	29,805.11	12,484.55	44,830.58	1,899.56		52,036.78
	5,424.20	5,367.00	6,445.65	6,445.65		215.70
						104,148.86
						412.51
						64,747.98
						20,682.55
Total	902,216.01	657,779.06	754,517.59	421,407.98	19,390.23	2,847,309.60

No. XVIII.—A table showing by divisions the total municipal receipts and expenditures for school purposes—Continued.

Division.	Municipal expenditures.						Balance on hand June 30, 1909.
	Construction of school buildings.	Repairs of school build- ings.	Rental of school build- ings.	Salaries of teachers.	Purchase, construction or repair of school fur- niture.	Miscella- neous.	
Manila							
Alby	\$6,128.87						\$6,337.75
Camarines	2,507.92	2,277.92	1,946.20	30,528.99	3,239.32	63,722.24	72,141.07
Antique	525.62	338.34	404.72	10,738.07	163.33	42,560.95	30,281.56
Bataan		367.68	1,298.14	8,667.99	542.08	12,954.68	12,851.12
Batangas		4,909.57	3,347.89	49,848.47	1,264.58	3,058.43	3,355.74
Bohol		1,723.17	3,351.51	26,235.78	3,187.67	59,370.51	31,435.19
Bulacan		38,961.75	6,438.96	39,176.78	1,060.75	32,498.13	27,909.92
Cagayan		1,233.08	638.79	29,229.69	230.80	1,426.32	52,918.42
Capiz		4,274.58	1,165.48	32,029.55	692.19	101.63	39,082.33
Cavite		1,884.54	1,450.70	31,023.60	55.00	31,501.49	25,569.03
Cebu		5,553.17	4,114.81	4,032.66	3,421.23	34,213.94	30,772.16
Ilocos Norte		6,262.31	357.19	67,800.18	483.16	86,581.34	61,092.46
Ilocos Sur		1,115.67	4,551.84	23,240.24	165.25	24.00	12,876.84
Iloilo		60.75	1,380.66	28,945.62	2,874.00	507.60	33,075.38
Izabela		3,286.64	3,167.16	33,186.91	1,080.57	2,361.32	40,086.74
Laguna		108.97	157.87	3,225.73	277.92	176.78	18,437.08
Leyte		5,790.65	2,007.41	47,777.97	5,364.42	694.48	37,808.91
Mindoro		923.03	556.26	5,339.23	17.06	4,125.67	50,273.67
Misamis		195.87	1,423.28	15,928.54	588.31	17.06	6,498.65
Mountain		60.00	160.60	172.59	58.52	503.75	1,108.59
Occidental Negros		8,020.12	2,687.58	41,161.92	3,567.57	2,301.75	21,906.48
Oriental Negros		645.90	1,315.16	1,411.38	2,072.51	2,270.31	56,265.07
Nueva Ecija		1,381.78	311.68	26,306.61	1,168.47	3,661.75	31,285.66
Nueva Vizcaya		310.92	130.39	5,586.82	38.59	742.97	33,799.82
Palawan		2,509.31	30.00	2,200.00	56.05	6,965.74	6,603.39
Pampanga		36,476.49	4,091.17	43,679.45	2,101.47	51,406.43	4,346.38
Pangasinan		4,875.90	4,875.90	87,496.38	5,912.09	140,284.61	55,703.30
Rizal		4,879.77	3,128.33	36,309.18	862.89	3,029.34	139,017.71
Samar		344.94	2,436.40	805.81	757.58	50,474.38	24,628.01
Sorsogon				342.50	30,229.23	2,685.91	33,185.82
Surigao				556.84	13,637.68	34,854.70	28,999.58
Tarlac				5,272.09	2,120.42	22,428.22	8,661.00
Tayabas				1,959.77	1,320.05	33,495.35	18,555.35
Union				872.51	600.68	70,576.34	38,972.92
Zambales				2,308.51	15,941.71	1,273.52	34,465.79
				473.71	286.57	10,095.48	11,779.18
						31.80	9,208.37
Total	91,465.69	124,164.89	90,791.03	1,228,608.95	6,257.44	77,372.60	1,175,161.10

No. XIX.—A table consolidating the Insular, provincial, and municipal expenditures for school purposes during the fiscal year 1908–9.

Division.	Insular.	Provincial.	Municipal.	Total.
Manila	₱ 150,138.41		₱ 275,762.25	₱ 425,900.66
Albay	66,758.99	₱ 1,271.30	63,722.24	131,752.53
Camarines	65,050.09	2,103.64	42,560.95	109,714.68
Antique	38,354.53	2,544.45	12,354.68	53,263.66
Bataan	26,375.92	342.37	10,876.84	37,595.13
Batangas	68,768.85	2,080.99	59,370.51	130,220.35
Bohol	71,597.96	4,872.11	32,498.13	108,968.20
Bulacan	83,882.75	14,456.58	87,064.56	185,403.89
Cagayan	63,989.23	10,256.29	31,501.49	105,747.01
Capiz	108,388.91	6,246.93	38,161.80	152,797.64
Cavite	64,309.77	1,066.69	34,213.84	99,590.30
Cebu	109,163.31	4,389.34	86,381.34	199,933.99
Ilocos Norte	65,085.39	18,105.30	36,252.03	119,442.72
Ilocos Sur	101,674.82	5,337.00	38,606.98	145,618.80
Iloilo	111,673.95	7,175.49	64,809.99	183,659.43
Isabela	31,115.44	1,148.15	18,437.08	50,700.67
Laguna	70,104.62	6,277.39	37,808.91	114,190.92
Leyte	102,329.25	59,314.76	66,190.41	227,834.42
Mindoro	33,878.98	1,637.48	6,498.65	42,015.06
Misamis	49,882.39	1,688.86	18,490.21	70,061.46
Mountain	51,094.35	268.63	2,505.13	53,868.11
Occidental Negros	97,575.94	1,352.54	55,435.04	164,398.52
Oriental Negros	60,758.51	635.11	31,285.66	92,674.28
Nueva Ecija	58,222.92	3,151.49	33,799.82	95,174.23
Nueva Vizcaya	26,584.18	9,386.08	6,965.74	42,935.95
Palawan	23,791.77	2,020.05	2,200.00	28,011.82
Pampanga	99,914.95	5,280.30	51,406.43	156,601.68
Pangasinan	141,788.90	5,464.43	140,284.61	287,537.94
Rizal	63,970.03	994.66	50,474.38	115,439.07
Samar	90,273.61	2,990.15	33,185.82	126,449.58
Sorsogon	60,480.47	430.43	34,854.70	95,765.60
Surigao	73,342.95	1,407.60	22,428.22	97,178.77
Tarlac	54,212.67	1,427.62	33,495.35	89,135.64
Tayabas	89,174.26	3,024.82	70,276.34	162,475.42
Union	62,803.69	3,971.40	30,509.19	97,284.28
Zambales	40,727.21	26,540.80	11,479.18	78,747.19
Normal School	109,278.78			109,278.78
Trade School	57,986.69			57,986.69
Commerce, School of	40,591.63			40,591.63
Deaf and Blind, School for	5,511.34			5,511.34
General office	138,939.55			138,939.55
Miscellaneous	904,354.55			904,354.55
Library	13,260.18			13,260.18
Total	3,847,157.59	228,691.23	1,672,148.50	5,747,997.32

Average annual expenditure for each pupil enrolled, ₱10.05; annual expenditure per capita of total population ₱0.82.

No. XX.—A table showing by divisions and for the Islands, the attainments, ability to teach, and executive ability of Filipino teachers.

Division.	Attainments by grades.										Total.	
	II.	III.	IV.	V.	VI.	VII.	First.	Second.	Third.	Fourth.		
Manila			54	69	55	43	74	23			318	
Albay			11	62	73	24	13	7			190	
Camarines			11	65	66	25	5	2	1		175	
Antique			42	46	11	11	2				112	
Bataan			2	15	19	9			2		47	
Batangas			1	41	78	86	6		4		216	
Bohol	5	35	108	112	80	23	5	1			369	
Bulacan					49	86	31	7	1	5	179	
Cagayan			4	58	53	51	25	1			192	
Capiz			31	70	58	40	23				222	
Cavite	1	1	23	43	74	38	5		4		189	
Cebu	17	147	208	126	81	18			1	2	600	
Ilocos Norte	2		60	102	24	9	3		4		204	
Ilocos Sur	6	27	89	56	39	12	6	11	3		249	
Iloilo			18	48	107	110	62	7	3	8	363	
Isabela			5	26	3	5					39	
Laguna	4	1	16	66	68	38			1		194	
Leyte			2	104	98	64	22	7	6		303	
Mindoro			3	30	12	9	13			2	69	
Misamis			4	34	37	16	11	3			105	
Mountain	17	12	22	20	10	6	2				89	
Occidental Negros			2	97	99	68	29			4	299	
Oriental Negros	12	74	75	52	21	7	4	2			247	
Nueva Ecija			37	72	77	20	2				208	
Nueva Vizcaya	3		12	19	13	4					51	
Palawan	1	1	7	8	1	17	1				36	
Pampanga					83	111	37	1			232	
Pangasinan			1	191	192	161	163	20	6	8	742	
Rizal					29	53	99	4		9	194	
Romblon			13	11	11	2	1	1			39	
Samar	6	111	66	50	28	2	1				264	
Sorsogon			3	37	50	30	23				143	
Surigao	17	30	59	33	23	14					176	
Tarlac			1	115	58	19	2	1			196	
Tayabas	3	20	64	56	62	4					209	
Union			15	48	68	51	7	2			191	
Zambales		1	15	19	24	19					79	
Normal School	4					1	2	5	1		13	
Trade School		2	3		5						10	
Commerce, School of					1		1				2	
Total		21	83	488	1,732	2,225	1,849	1,112	139	57	49	7,755

No. XX.—A table showing, by divisions and for the Islands, the attainments ability to teach, and executive ability of Filipino teachers—Continued.

Division.	Ability to teach by grades.							First Sec.	Executive ability.				
	I.	II.	III.	IV.	V.	VI.	VII.		Total.	A.	B.		
	L.	II.	III.	IV.	V.	VI.	VII.				C.		
Manila.....	144	60	60	32	14	8	—	318	291	25	2	318	
Albay.....	4	40	81	41	10	8	6	190	147	27	16	190	
Camarines.....	2	76	63	32	2	—	—	175	101	72	2	175	
Antique.....	33	41	19	8	11	—	—	112	97	12	3	112	
Bataan.....	6	14	13	9	3	—	2	47	32	14	1	47	
Batangas.....	1	89	67	35	23	1	—	216	193	20	3	216	
Bohol.....	98	133	89	39	8	1	1	369	314	52	3	369	
Bulacan.....	39	79	39	15	7	—	—	179	137	33	9	179	
Cagayan.....	9	52	49	55	20	7	—	192	105	73	14	192	
Capiz.....	7	71	78	49	14	3	—	222	154	62	6	222	
Cavite.....	29	55	42	36	8	8	11	189	158	30	1	189	
Cebu.....	159	187	124	35	35	8	2	600	527	63	10	600	
Ilocos Norte.....	3	160	19	16	6	—	—	204	198	6	—	204	
Ilocos Sur.....	44	83	72	24	14	8	4	249	213	34	2	249	
Iloilo.....	14	106	86	86	29	28	14	363	285	68	10	363	
Isabela.....	3	27	5	4	—	—	—	39	8	31	—	39	
Laguna.....	17	47	53	51	17	8	1	194	149	42	3	194	
Leyte.....	147	101	52	3	—	—	—	303	277	26	—	303	
Mindoro.....	1	32	18	16	—	—	2	69	61	5	3	69	
Misamis.....	5	14	35	39	9	3	—	105	64	37	4	105	
Mountain.....	40	26	15	8	—	—	—	89	67	21	1	89	
Occidental Negros.....	2	97	99	68	29	—	4	299	224	73	2	299	
Oriental Negros.....	42	82	74	30	13	3	3	247	128	118	1	247	
Nueva Ecija.....	18	88	64	24	9	4	1	208	188	6	14	208	
Nueva Vizcaya.....	12	14	7	9	6	3	—	51	41	8	2	51	
Palawan.....	5	17	11	1	2	—	—	36	21	14	1	36	
Pampanga.....	127	52	47	6	—	—	—	232	211	21	—	232	
Pangasinan.....	150	203	223	134	31	1	—	742	499	191	52	742	
Rizal.....	80	40	38	26	8	—	2	194	143	44	7	194	
Romblon.....	2	17	15	5	—	—	—	39	13	26	—	39	
Samar.....	13	122	84	36	6	3	—	264	215	41	8	264	
Sorsogon.....	18	53	44	26	2	—	—	143	107	34	2	143	
Surigao.....	43	56	34	27	9	6	1	176	138	35	3	176	
Tarlac.....	96	63	22	12	2	1	—	196	170	24	2	196	
Tayabas.....	34	96	51	23	3	2	—	209	177	32	—	209	
Union.....	66	72	29	18	5	1	—	191	172	19	—	191	
Zambales.....	34	17	16	5	2	5	—	79	54	24	1	79	
Normal School.....	4	—	—	1	4	3	—	1	13	13	—	13	
Trade School.....	—	—	1	5	3	1	—	10	3	3	4	10	
Commerce, School of.....	—	—	—	—	2	—	—	2	—	2	—	2	
Total.....	1,036	2,420	2,086	1,433	551	165	63	1	7,755	6,095	1,468	192	7,755

NOTE.—Executive ability: Class "A" represents the ability of a teacher to organize and supervise a class; "B" a town; "C" a district.

MEMORANDUM ON PUBLIC INSTRUCTION IN NETHERLANDS-INDIA.

The administration of Netherlands-India has recently undergone far-reaching changes that are as yet very little appreciated by outside observers. What was originally a selfish régime, devoted to the exploitation of the natives, is being transformed into one of the most just, prudent, and liberal of colonial governments. So far at least as Java is concerned, this change has not come because of native unrest. It has not been extorted from the rulers by the turbulence and disquiet of the ruled. It seems to be due to the sense of justice and fair play of the Dutch themselves: they are anticipating native aspirations, not grudgingly yielding to the demands of discontent or rebellion.

In colonies where the native population possesses capacity and aspirations, the subject of public instruction overshadows the other problems of empire. The degree of importance given to it really determines the character of the administration. The Netherlands Government for many decades has been represented as opposed to native education in the colonies. Even recent writers represent that the Dutch forbid the teaching of their own language to natives, seeking to curb their aspirations and repress their intellectual enlightenment. Whatever may have been the character of its rule in the past, Holland has now adopted an educational policy which places it in the ranks of liberal colonial powers. Their Indian possessions have a system of schools far more extensive than is generally supposed, and this system is being developed very fast. After having abandoned the teaching of Dutch in native schools twenty-five years ago, they have now returned to the policy of making Dutch the basis of native education. The Dutch language has been introduced as the main subject of instruction not only in all the higher schools, but into first-class lower schools as well and over a thousand trained Dutch teachers have been brought from Holland. The special school training to fit natives for the administration of public affairs is admirable. Within the last two years there has been commenced the establishment of a complete system of primary schools that will furnish elementary education to every native village. In fact, in these and in other ways, the educational aims of the Dutch in Netherlands-India are hardly to be distinguished from our own here in the Philippines, except perhaps for the more careful and deliberate manner in which their work proceeds.

Literature on the history and the government of Dutch colonies in official reports, works of research, and periodic literature devoted to Indian administration, is extensive but it is almost entirely in the Dutch language. In other languages there are only two modern works of value devoted to the administration of the Dutch Indies, or any part of them; Professor Day's scholarly economic study, "The Dutch in Java," and M. Chailey-Bert's "Java et ses habitants." Only three pages of Professor Day's work discuss education, and in spite of the comparatively recent date of the book (1903), his statements no longer represent the scope and the aim of the Dutch educational policy. M. Chailey-Bert devoted a large section, nearly one hundred pages, to the subject of native education, and in the most recent edition (1907) gives data upon public instruction for 1905, but the school system has developed so fast in the last few years that his treatment is already obsolete. My own examination of their educational work, while unfortunately brief, was generously aided by the Dutch Government. Dr. M. S. Koster, the director of the department of education, worship, and industries (Department van Onderwijs, Eeredienst en Nijverhied), not only furnished me with reports, copies of regulations, plans of study, and school texts, but sent to meet me at Bandoeng, an important educational center of the Preanger Regencies, Mr. N. J. Verweij, who holds the position of "Referendaris" in the department and who is an expert upon all matters touching Indian education. I spent three days in the company of this gentleman, visiting different kinds of schools and discussing the educational system. Very fortunately for me, the department had just prepared a minute or report covering the entire field of Netherlands-India, and a manuscript copy, furnished me by Doctor Koster, was carefully reviewed by Mr. Verweij with a great deal of illuminating discussion which no simple report could supply. Thus my investigation, while limited in time, was made under very favorable conditions and is based on first-hand information. I should further add that I had the great pleasure of an audience with His Excellency the Governor-General, and of hearing him state in substance the basis and motive of the new educational policy.

Until near the middle of the last century the education of the native received scant attention. But in 1848 the Dutch States-General obtained control of the government of the colonies, previously administered by the Crown, and in that year an appropriation of 25,000 florins was made by the King for native education. This act is significant rather for its intent than for any considerable practical results which followed. In 1854 the States-General passed the famous law for the government of the Indies, still the constitution of their colonial administration, the "Regeerings Reglement." This act provided that the governor-general shall undertake the creation of schools for the native population, but its

provisions were vague, and in the absence of a sympathetic official element and of a native demand for instruction, were practically inoperative for many years. But at last interest awoke; the department of education, worship, and industries was created in 1868, and about 1872 the organization of schools for the native peoples was taken up with great enthusiasm. All sorts of schools were established—schools for sons of chiefs, private schools, normal schools, professional schools—"Ce fut une rage," says Chailey-Bert. Between 1873 and 1882, 249 new schools were opened in the Indies, making a total of 512, with a budget of 1,250,000 florins.

It is interesting to observe that this general movement was contemporaneous with a similar development of public instruction in the Philippine Islands under the Spanish Government. The public school system of the Philippines was decreed in 1863, and beginning a few years later, schools were established in nearly every pueblo of the Islands. The results of these two movements, however, have been very dissimilar. In the Philippines the native population was considerably in advance of the natives of Java or of most parts of the Dutch Indies in intellectual training and ambition. There was an important well-to-do class who possessed property and commercial interests; and the mestizo element—both Spanish and Chinese—was identified (as it is not in the Dutch Indies) with the natives. Thus, in the Philippines the Spanish system of public instruction accomplished really great results. In the process of a few decades it produced a class having some education in the Spanish language in practically every town of the Archipelago. It prepared the way for the revolutionay movement which has placed the Filipinos far in the lead of other Malayan peoples. In the Dutch Indies, however, no such popular support existed. Misgivings seem to have seized the Dutch administration, criticism of so liberal a plan of native education multiplied, economy was felt to be necessary, and in 1884 came a reaction. The development was arrested, no new schools were founded and a considerable proportion of public schools already established were turned over to private or missionay societies. Of the nine normal schools which had been created, five were suppressed, the teaching of Dutch to the natives was discontinued, and in 1896 the Netherlands-India had over one hundred fewer schools than it had fourteen years earlier.

Dutch critics of the educational movement of 1872–1884 say that the plan of studies which had been pursued was too Occidental in character and did not sufficiently take into account the native needs and the native mind; that it was unpractical and too closely modeled on the educational ideals of Holland. All this may be true, and yet the reaction, which lasted for nearly a decade, seriously retarded the native development which Dutch statesmen have now come to feel is essential to the further development of the Indies and the permanence of their own power. A similar, but more intense, reaction occurred in the Philippines in 1888, when the

Spanish Government, becoming alarmed at the progress of liberal ideas, attempted to suppress the rapidly increasing enlightenment of the population. In the Philippines, however, the popular movement had then become too strong and when suppression was attempted, revolution followed.

In Netherlands-India a reorganization of the educational work was finally seen to be necessary, and in 1892 and 1893 there was sanctioned and put into effect a scheme of native instruction which had been proposed some years earlier by the director of education, Mr. W. P. Groeneveldt. This, with certain important additions of recent date, is the existing system of native education. Under it two kinds of public instruction are maintained—one patterned upon the European system (*Europeesch Onderwijs*), the other native education (*Onderwijs voor Inlanders*). However, as the “European schools” are open on terms of equality to children of partly European blood and to children of pure native parentage also, they are an important element in the public instruction of the natives.

The Dutch have taken commendable pains for the proper instruction of their own children in the colonies. The system is patterned on that of Holland itself, and is quite similar to that of Germany or Switzerland. Instruction is divided into lower (*Lager Onderwijs*), secondary (*Middelbaar Onderwijs*), and higher or university (*Hooger Onderwijs*). In Holland the lower schools (*lagere scholen*) give instruction in the Dutch language and the fundamental branches. This instruction occupies six years, or two less than the work of similar schools in the United States. Quite as much, however, appears to be accomplished for the child as in the more protracted American course. At the end of this elementary instruction, the pupil may enter the “gymnasium” and pursue a classical course of studies for six years, which would correspond to our college course, or he may enter what is called the “higher burgher school” (*Hoher Burgher School*), which gives a five years’ course. This school corresponds to the German “Real Schule.” It offers no instruction in Latin or Greek but thorough, practical instruction in modern languages—Dutch, French, German, and English. The mathematical work leads into elements of engineering. There is good instruction in scientific branches, in history, and in political economy. Following graduation from the gymnasium or the higher burgher school, the student enters the university or a higher technical school for his professional training.

In Netherlands-India there is no higher or university education, properly speaking, but secondary education (*Middelbaar Onderwijs*) is provided for. At Batavia is a large and admirable school, founded in 1860, known as the “Gymnasium Willem III.” Although founded as a gymnasium and so named, the instruction corresponds to that of the higher burgher school. Its course embraces five years and includes higher arithmetic; geometry; mechanics; chemistry; botany; zoölogy; cosmography;

public law and institutions; political economy; bookkeeping and accounts; history; geography; Dutch language and literature; French; German; English; writing; and drawing. The work in modern languages is especially emphasized and extends for each language over the entire course of five years. So considerable a number of subjects being pursued, the number of weekly recitations is relatively great, being thirty-six in the first two years and forty-two in the last three. To an American the course would seem to be over-heavy and possible of improvement by lengthening it to six years. The corps of instructors, who number over forty, are very competent and well-trained men, several being university doctors. They are also very well paid.

The Gymnasium Willem III also conducts a special kind of instruction (Afdeeling B) in which qualified students are prepared for the civil-service examination. The studies have to do with the languages, geography, and anthropology of Netherlands-India. The work in the history of Netherlands-India includes the methods and results of missionary propaganda and the work in anthropology lays great stress upon the religions of the native people and on Mohammedanism. There is also a second course in the history of Islam. The geography of Netherlands-India includes courses in the administrative system, resources, productions, and economic conditions. The work in native languages includes Malay and Javanese. Two years instruction is given in the general principles of modern law and in the penal law and penal procedure of Netherlands-India.

These subjects of study cover in a general way the program of the higher functionary's examination (*het groot-ambtenaars-examen*) necessary for appointment to the higher posts of the colonial service. The care which the Dutch Government takes to secure a civil service specially familiarized by study and training with the character of the country and peoples to be administered, is in sharp contrast with that of our own service, which requires no special preparation. The advantage of such studies is, however, beyond question. They are required by every power which has made its colonial government a subject of serious consideration.

At Batavia there is also the Queen Wilhelmina School for Girls (*Koningin Wilhelmina School*), which has a three years' course and also courses in technical education. At Surabaya there is another higher burgher school, with technical courses.

Lower European schools are found not only on Java but in all parts of the Indies. In 1908 there were 190 public lower schools with 732 European teachers, and 21,714 pupils, of whom 9,120 were boys of European birth and 7,371 girls of European birth; 3,693 were natives, 3,190 being male; and 1,530 were Asiatic foreigners, largely Chinese, 1,301 being male. There were also 40 private European lower schools aided by the government, with over 5,000 pupils, mostly girls. The very considerable proportion of native children attending these schools is to

be noted. In 1903 entrance was made easier for natives and the tuition for them was lowered. These steps were taken by the then Director of Education, Mr. Abondanon, now one of the foremost authorities on colonial matters in Holland. The increase of native attendance following these steps was rapid and reached a point in 1905 where native attendance was even higher than it is to-day. This was one of the considerations which have led the Dutch within the last two or three years to introduce the Dutch language into native lower schools, and thereby to divert from the European schools the unduly large proportion of native pupils desiring Dutch education.

The Dutch Government is generous in its policy of organizing new public schools for the European population. The presence of twenty pupils in a locality on Java and of only fifteen in the "Outer Possessions" is sufficient for the establishment of a school with one teacher; for sixty pupils two teachers are furnished; and for ninety, three. A moderate tuition is charged, which is carefully graded in accordance with the income of the child's parents and in no case exceeds 10 florins a month; in certain cases the instruction is gratuitous.

Religious teaching in all the public schools is forbidden. There are separate schools for both boys and girls, but the present tendency is toward coeducation. The subjects of study embrace reading, writing, arithmetic, Dutch grammar, history of Netherlands and Netherlands-India, geography, nature study, singing, drawing, gymnastics, and sewing for girls. There are also additional subjects which may be taken, which include the elements of French, English, and High Dutch, general history, further work in mathematics, elementary land surveying, etc. The course, as in nearly all Dutch schools, seems very full and perhaps too ambitious, but it is exceedingly practical.

Compared to the number of European or mixed European people for whom these schools were created, the system must be regarded as exceedingly liberal. This population was reckoned a few years ago at 80,000, and its children were in public or private primary schools to the number of over 20,000, or more than 25 per cent, a higher percentage of school attendance than is found in any other country of the world. Wherever a community of Dutch people grows up, the government sees to it that their children receive the elements of a substantial European education. Their solicitude in this matter is in striking contrast to the policy of most other colonizing peoples. The children of English families in the Indies seem invariably to be sent home for their education, usually at a tender age. In certain important British colonies of the Far East there is not a single school providing an education for foreign children. The Dutch do not believe in the separation of the child from his home; they usually bring their families with them to the Indies and they have developed a system of education which guarantees to these children an education certainly not inferior, and probably in some respects superior, to that afforded children in most parts of Europe.

In 1908 the Dutch Government made an important addition to its school system in what they call the Holland Chinese Schools (Hollandsch Chinesche Scholen), to give an education in the Dutch language to the children of the extensive Chinese population. The Chinese in Netherlands-India are now estimated to number about 700,000, and they play a part in commercial and industrial life very similar to that of their countrymen in the Philippines. Their history and their status in some respects closely parallels that of the Chinese here, but there is this important difference: Chinese born in Netherlands-India, including the children of mixed Chinese and native parentage, continue by Dutch law to be Chinese and are not assimilated to the population of the country. As Chinese for many years have been marrying native wives, it has resulted that the population legally termed Chinese is in very considerable degree Malayan. In a private school I visited, there was a class room filled with boys, all of whom were termed "Chinese" but only two wore cues and in most of them the Malayan element appeared to predominate over the Chinese. These Chinese born in Netherlands-India do not speak any Chinese language. Their native tongue is Malay. They are subjects of the Dutch Government and for generations have been expatriated from China. At all times important to the business of the country, many of these Chinese have amassed great wealth and risen to positions of social influence. They own steamships, commercial houses, and a considerable proportion of the privately owned lands of Java. There is one wealthy Chinese of Samarang whose wealth I was informed is calculated at \$20,000,000, gold. In spite of their thorough identification with the country and Malayan blood, Chinese are subjected to certain disabilities. Except where special permission is given them, they are obliged to reside in Chinese quarters and are not free to travel or to accept employment as freely as the native or European may do. Perhaps in part as a result of this illiberal attitude of the Dutch Government toward them, there seems to be a disposition on the part of the Chinese to turn toward the British possessions, and particularly Singapore, which is virtually a Chinese city.

Very lately the Dutch Government appears to have realized that its past attitude toward the Chinese was not working out a satisfactory solution of their status. There is a recent disposition to recognize an obligation for their education and to hold their affection and allegiance. Chinese everywhere realize the practical value of education and are the best supporters of public schools in British India and elsewhere. Within the last four years they have entered the European schools in considerable numbers so far as the opportunities have permitted. In 1905 there were only 470 boys and 55 girls of Chinese and other Asiatic origin in the European lower schools, but at the end of 1908 this number had nearly tripled.

The first Holland Chinese schools organized in 1908 are located at Batavia, Samarang, Surabaya, and Macassar. In the present year seven

more have been opened, at Menado (Celebes), Bandjermasssin (Borneo), Singaraja (Bali), Padang (Sumatra), and at Malang, Surakarta, and Bandoeng on Java. These schools have the same organization and offer the same course as European lower schools. Educationally they promise to be very successful, and their political influence may be no less marked, especially if it leads to the modification of Dutch law liberalizing the status of Chinese subjects and allowing them to acquire citizenship.

Comparing the present status of the Chinese in Netherlands-India with that of Chinese residents in the Philippines, one can hardly fail to be impressed with the great advantage of the policy which identifies the descendants of an immigrant with the people of the country. As the matter stands here, practically anyone born in the Philippines is regarded and accepted as a Filipino if he chooses to identify himself with the Filipino people. The son of a Chinese in the Philippines apparently encounters no prejudice whatever and in several recent instances has obtained high political preferment as the choice of Filipino electors.

Bearing then in mind that the European schools are open to children of native parentage we may pass to that system of instruction organized solely for the native inhabitants (*Onderwijs voor Inlanders*). The history of this system and its reorganization in 1892–1893 has been briefly outlined. It consists first of lower schools (*lagere scholen*), of two kinds, first-class and second-class. The second-class school course has four years and gives instruction in the common branches, but only in the native dialect and Malay. The first-class lower school now offers a six years' course and beside instruction in the native dialect and Malay gives three years' instruction in Dutch. The introduction of the Dutch language into these schools is very recent, but there are already sixty-two first-class lower schools with Dutch instructors and five new ones for the Island of Java will be organized each year, in addition to the similar schools in the outer possessions. The other subjects of study of the first-class lower school are arithmetic, drawing, geography of Netherlands-India, singing, elements of natural sciences, land measuring, and local history.¹

The introduction of Dutch into these schools is a final return to the policy abandoned twenty years ago. The return to this language as the basis of instruction seems to have been brought about by several considerations. First, experience has shown that the native languages do not offer the necessary basis for higher training, especially in administrative, technical, and professional lines. The possession of a modern language is recognized as an essential for the development of the native. In the second place, Netherlands-India presents the same multiplicity of languages with which we are familiar in the Philippines. On the

¹The course differs a little in the "Outer Possession" (*Buitenbezittingen*)—i. e. Sumatra, Amboina, Celebes, etc.—and is detailed in "Voorschriften betreffende het Inlandsch Onderwijs," 1908, p. 385 following.

Island of Java the population is divided into three native peoples, each speaking a distinct native language, Sundanese, Javanese, and Madurese. On most of Sumatra, Malay is the language of the people. Elsewhere, the Lesser Sundas, the Moluccas, and Amboina have their special languages, while Celebes has numerous languages. Through all of this territory, as well as in Borneo and the Sulu Archipelago, Malay, though not of the literary type, furnishes a *lingua franca*. But even this useful and widely spread language does not offer a satisfactory linguistic bond for the development of the peoples of the Indies. In the third place, I believe that Dutch statesmen have come to the deliberate conclusion that the diffusion of the Dutch language among the peoples of their great empire may be a political force of the highest value. Thus Holland has deliberately forsaken its previous policy of discouraging the native education in Dutch and upon this important matter of native education and the dissemination of its own language must now be associated with America in the Philippines and France in Indo-China.

Other notable steps of the Dutch Government for native education remain to be described and one is of especial significance to us because it resembles the emphasis which the American school system in the Philippines has placed upon the education of the peasant or rural population. Three years ago the present governor-general, Lieutenant-General Van Heutsz, outlined a plan for a new type of school, known as the "dessa" school. It corresponds almost exactly to the barrio school of the Philippines. The course in these schools is to be brief, three or four years, and in the local dialect, while the course in the American schools is given in English. These schools are to be established in sufficient numbers to supply an elementary education to the entire native population of Netherlands-India. Governor-General Van Heutsz himself assured me that 10,000 dessa schools will be established on the Island of Java alone. The thirty-odd millions of people who inhabit this island live in about 30,000 villages, known as "dessas" or "kampongs." They are so grouped that a third of this number of schools will place primary facilities within the reach of the entire population. These schools are at present under the department of the interior, but will shortly be transferred to the department of education. At the end of 1908, 367 "dessa" schools had been organized and during the present year, 1909, 410 additional schools have been approved. The number will be increased with the utmost practical rapidity, not only in Java but in the outer possessions as well.

For many decades the Dutch have followed the policy of educating a limited number of natives and employing them in the administration. Now they have deliberately reached the decision to give instruction to the entire population, however humble. The often expressed arguments against such a democratic plan as this—that the native will be trained away from industry, that he will be spoiled for honest toil, that he will

be stimulated to unwise and dangerous ambitions—have certainly had full consideration from the Dutch and apparently they have been dismissed as theoretical and short-sighted. Governor-General Van Heutsz in conversation expressed the same conviction that we in the Philippines have felt, that until the rural population is taught to read, write, and keep accounts, it will continue to be what it has been for centuries—a victimized class.

For this great contemplated extension of their educational system, the creation of a large corps of native teachers is needed and this brings us to the training of the native teacher.

NORMAL SCHOOLS (KWEEK SCHOLEN VOOR INLANDSCHE ONDERWIJZERS).

I have already stated that in the reduction of school work in 1884 the normal schools were reduced to four. These were at Bandoeng and Probolinggo in Java, Fort de Kock in Sumatra, and at Amboina. A fifth normal school was opened at Djokjakarta in 1897 and a sixth at Oenarang in the residency of Samarang in 1906. The course of study in these schools was at first four years, but in 1896 it was lengthened to six years with the exception of Amboina, and at the same time Dutch was reintroduced. In these schools the government not only furnishes free instruction to pupils, but provides them with furnished rooms, and with an allowance of 10 florins per month for food and clothing. The buildings of the normal school at Bandoeng, the only one I visited, are handsome and well constructed. They are arranged on the pavilion plan; the central building has recitation rooms, office, dining, and social halls. It is flanked by houses for the director and for the second teacher, who reside at the school with their families. Behind and connected by covered porticos, are the dormitories of pupils. Beautiful grounds surround the school.

A few years ago in spite of the liberal terms of admission, it was somewhat difficult to maintain a full attendance at these schools; now they are crowded beyond their capacities, an indication of a great change in the native interest. Admission is by examination after the boy has completed the lower school course. The plan of studies impressed me as excellent in kind. It embraces five years of Dutch, from five to eighteen hours weekly; five years of Malay and of a native language (Javanese, Sundanese, or Bugis); arithmetic; geometry; land measuring and surveying, including leveling and waterways; drawing, studied for three years; geography; history of Netherlands-India; natural sciences, including elementary physics and meteorology; plant and animal life; writing in Arabic, in Javanese or other dialect—script and in Roman letters; music; and very thorough work in drawing, which is pursued for five years. In the fourth and fifth years instruction is given in pedagogy and school administration; the sixth, and last year, is devoted to general review and to practice-teaching in a well-organized training

school which stands on the grounds of the normal school. Each normal schools has five well-trained European instructors and two, three, or four native instructors according to the number of native languages taught in the school.

TRAINING SCHOOLS FOR NATIVE FUNCTIONARIES ("OPLEIDINGSSCHOLEN
VOOR INLANDSCHE AMBTENAREN").

As is generally understood, the native royalty and aristocracy play an important part in the administration of the Dutch Indies. In the development of Dutch rule, the native sultans, princes, and chiefs of different degrees were gradually brought under control and into dependence on the Dutch Government, and were required through many decades to aid the administration in its exploitation of the Islands. For a long time the Dutch concerned themselves very little about the way these native chiefs ruled their subjects, provided they remained loyal and furnished the required contribution. But a great change gradually came. The policy of exploitation ended about 1870, when the culture system, with unimportant exceptions, was abandoned. The Dutch became concerned to protect the native population against the rapacity and cruelty of their own rulers. A European administration was gradually introduced charged with the responsibility of insuring justice and well-being to the natives, and in this way the present administration received its character. For more than a generation the Dutch have been giving to the native population an undoubtedly equitable and most carefully conducted government. The ordinary official is, if anything, too solicitous to protect the native against outside oppression and the consequences of his own failings. Nothing could be more admirable, however, than the desire to guarantee to the native justice at all times. In his native village, in his local disputes and contentions, in his taxation, in his petty government, he is protected. This policy offers a contrast to that of the American government here in the Philippines, which while commendably vigilant to right wrong and punish fraud in the Insular service, acts with indifference toward local wrong and misconduct. Our attitude toward local abuses can only be defended on the ground that we are trusting to the rapid growth of a class sufficiently educated to know its rights and sufficiently bold to champion popular grievances.

In the exercise of their surveillance over native administration, the Dutch have worked out a truly remarkable form of government. It appears to be based upon two judgments of native character, first, that the natives to be content and obedient must be governed, or believe themselves to be governed, by rulers of their own race; second, these rulers, owing to a special peculiarity of Malay character, are content with the *semblance* of power though deprived of its *actuality*. Dutch experience seems to justify the truth of these generalizations. Give the native the office, the title, the formal recognition, and he cares little if a higher, but unobtrusive authority, directs and controls him.

In fulfillment of these principles, Java and most other parts of the Dutch Indies are divided into "regencies," which correspond pretty well with the former native states. At the head of each is a native regent—a prince or an aristocrat, appointed and removable by the Governor-General. The regent has come to be simply a salaried officer of the government. His orders are issued and his business conducted by a native prime minister, or "adipati." At the regent's side is the Dutch "resident," an officer of life-long experience in the Indies, popularly known as the "elder brother" of the regent. It is the "resident" who actually controls the administration in every detail. The regency itself is divided into districts, administered for the regents by a corps of native officers known as the "wedono," but these "wedono" are in all respects amenable to a highly trained corps of Dutch district officers known as "controleurs." These are the men whose business it is to see that the local government goes on efficiently and fairly; that agriculture is properly attended to; that local irrigation systems and roads are maintained; and that the relations between the native communities and Dutch planters are harmonious and helpful.¹ The unit of administration is the little hamlet already referred to, known sometimes by the Malay word "kampong" but more often in Java by the name of "dessa." It is in large measure self-governed. The people in an open-air meeting, carefully supervised by the "controleur," elect their headman, usually called the "loera."

These local headmen, as well as the various "mandoers" or overseers are wholly or in large part uneducated natives; but "wedenos," "mantris," or subordinate officials, clerks, and accountants are, wherever possible, educated. The number of such native employees is very large. As early as 1878 there were opened at Bandoeng, Magelang, and Probolinggo on Java, and at Tondano in northern Celebes, four schools for the sons of native chiefs and other well-to-do natives. These schools were called "Scholen voor de zonen van Inlandsche hoofden en andere aanzienlijke Inlanders," or "Hoofdenscholen." The course in these schools was originally four years. In 1893 they were reorganized, the course extended to five years, and instruction in Dutch was abandoned. Since that date, however, the schools have been reorganized again; Dutch has been reintroduced as the principle subject and as the medium of instrucion, and the name of all of them except the one at Tondano changed to "training schools for native functionaries" ("Opleidingsscholen voor Inlandsche Ambternaren"). Three additional training schools are now under construction, at Serang (Bantam), at Madioen, and at Bliter in Kediri. These three will open in October, 1910, each with accommodations for 140 pupils. Next year also, at Macassar, a training school with

¹ See a recent address—March, 1909, before the "Indologische Vereeniging" in Leiden, of Controleur H. A. J. Eyken, "De Werkking van den Controleur op Java, 'S-Gravenhage, 1909.

a normal department will be opened to train teachers and civil servants for Celebes and Borneo. Similar instruction is given at the normal school at Fort De Kock, Sumatra. The course of study is divided into three sections: a preparatory of two years, a first of three years and a second of two years. The preparatory section has been recently introduced in order to give the entering student a better preparation in the Dutch language than he receives in the first class lower school from which he comes.

The subjects of study embrace the Dutch and Malay languages and the native language of the district in which the school is situated, geography, arithmetic, nature study, writing, grammar, history of Netherlands-India, and algebra. In the advanced section of the school the pupil studies jurisprudence, public and administrative law of the Indies, political economy, land surveying, waterways, line and map drawing. The instruction in jurisprudence is given in every instance by a doctor of laws of a European university.

I visited the "Opleidingsschool" at Bandoeng and was impressed by the excellence of buildings and equipment, the character and enthusiasm of teachers, and the fine appearance and behavior of students. These young men are selected youth, coming from the best native families not only of Java but of the outer possessions. Among the students was the son of the deposed sultan of Atjeh, who is kept in confinement on the Island of Amboina. My impression was that these schools should produce a corps of native officials extremely well prepared for the duties of local administration, to which many of them will be assigned.

Under the present system, they would hold only subordinate positions in which their work would be subjected to the inspection of European officials, but a change in this matter is apparently coming. The present tendency seems to be to train the native for actual power in place of that semblance of authority which, as we have seen, the Dutch have ever carefully preserved. Much of this changed attitude is attributed, I believe, to a man, who for many years occupied the position of counselor for native affairs, and is now a professor in the university at Leiden, Doctor Snoucke-Hurgronje. This great scientist and official has an unrivalled and sympathetic acquaintance with Malay character and institutions. He is one of the foremost living authorities on Mohammedanism, and like the famous Sir Richard Burton, accomplished the religious journey to Mekka in the guise of a pilgrim. While the political situation in northern Sumatra was still most aggravated, Dr. Snoucké-Hurgronje was commissioned to make an exhaustive study of those rebellious subjects of the Dutch. His researches are embodied in a notable work, "Atjeh." He was long an advocate not only of the intellectual powers of native Javanese or other Malayans, but of their reliability and trustworthiness. Due to his efforts a plan was formulated by the late Governor-General Rooseboom and has been accomplished

under his successor, the present Governor-General Van Heutsz, to train natives to be judges. A committee consisting of Doctor Snoucke-Hurgronje, the procurator-general, and Doctor Koster, the present director of education, framed the organization of a new training school for native magistrates, which was opened in July of the present year at Batavia and is known as the "Opleidingsschool voor Inlandsche Rechtskundigen." Seventy-two pupils will be admitted to this law school; the instructors are all doctors of law. The course promises to be thorough in all branches of law and administration. At the end of the course the graduate will take a public examination and will then be appointed to the position of "griffier"—a sort of recorder or clerk to the president of a "landraad," or district court, which has about the same jurisdiction as a Court of First Instance in the Philippines, except that they have jurisdiction only over natives and Chinese, not over Europeans. The president of a "landraad" is at present always a Dutch doctor of laws. He alone determines the decision but is advised by a number of native assistants or assessors. The candidate, after a thorough training as a recorder of this court, will be advanced to the position of member of the "landraad," vice-president, and eventually to that of president—a position now held exclusively by Europeans. In this careful training of a native judiciary, the Dutch Government stands in great contrast to the American which has appointed as judges of courts of First Instance Filipino lawyers of limited judicial experience.

THE "DOKTER DJAWA."

Another professional training school of note is the medical school at Batavia, commonly known as the "Dokter Djawa." This institution was founded in 1869 and its success up to 1900 is spoken of slightly by M. Chailey-Bert. In 1902, however, it was reorganized, its course was extended to three years preparatory and six medical; it now has 150 students to whom it appears to give a thoroughly modern course in medicine. These students have three years of human dissecting, attend school clinics in which 4,000 patients are treated yearly; in addition to thorough instruction in Dutch, there are given three years of German; the chemical and pharmacological laboratories seem to be adequate. There are students in attendance not only of Java but from Amboina, Borneo, Sumatra, and even Atjeh. There are living accommodations and a very attractive club room in the institution. The graduating class this year numbers seventeen, and I was assured by the director that the graduates encounter no difficulty in the practice of their profession and that many of them obtain positions as medical officers on plantations at monthly salaries ranging from 200 to 500 guilders.

In addition to the above schools there are various special schools in a number of places, of which little needs to be said here. Mention should be made, however, of the effort of the Dutch Government to establish

industrial education. This important subject has not had as much success in the Dutch schools as it has in the Philippines, where industrial arts are pursued from the beginning of the primary course and where there are already a large number of well-equipped industrial schools. It seems more difficult in Java than it does here to familiarize the native with the purpose of these schools and to prevail upon the graduate to seek an independent practice of his trade. Students are inclined to look to the government for employment and to expect an official position upon graduation. There is, however, a need of skilled native labor especially in the machine shops of Surabaya and the railway shops at Bandoeng, where skilled workers obtain from 30 to 100 florins per mensem. There have been decreed three trade schools, ("Ambachtsscholen,") for Surabaya, Samarang, and Batavia. That in Samarang will be opened in October, 1910. It will give instruction in carpentry, masonry, blacksmithing, boiler making, wagon making, machine-shop practice, furniture making, tinsmithing, etc. The cost of establishing these schools is estimated at 100,000 florins and the annual expense of conducting them at 37,000 florins each.

AID TO PRIVATE SCHOOLS.

Grants in aid were limited originally to European higher schools and for a long time the government preserved a strict neutrality on religious matters, giving its aid only to those schools which were supported by secular societies and taught no religion. In 1900 however, freedom of religious instruction in subsidized schools was allowed, since which date many new schools have been established by both Protestant and Roman Catholic authorities. In 1905 grant in aid was extended to lower schools for natives and within the last eighteen months the states-general of Holland has enacted legislation of a still more liberal character, granting subsidies generally to schools established and maintained by missionary organizations. It is my understanding that this step has not commanded entire approval either in Java or among legislators in Holland, but is due to the triumph in the Dutch States-General of the Clerical Party, a combination of Protestant and Roman Catholic members, over the Liberal Party, whose educational program is secular.

The Dutch Government exercises inspection over these schools and they constitute a very important element in the education of the Indies.

The instruction given in private lower schools for natives is very large, more than twice that of public schools of the same class. Most of these are supported by Protestant missionary societies, and are in the Outer Possessions. The figures are, in Java, 468 that are subsidized and 93 that are not subsidized; in the outer possessions, 257 subsidized and 891 not subsidized. These private schools have an attendance of over 30,000 on Java and nearly 50,000 pupils in the Outer Possessions, or about 80,000 out of a total of 190,000 pupils in both public and private lower

native schools in Netherlands-India. The total number of teachers in lower native schools, both public and private, was 5,612 in 1907; of these 1,382 were in public schools of Java and 1,465 in public schools in the Outer Possessions.

TERMS OF SERVICE FOR DUTCH TEACHERS.

The force of Dutch teachers for the Netherlands-India is secured from Holland. There are opportunities for normal training for young Dutchmen in Java but the opportunities of commercial employment are too alluring and the government practically secures no teachers among them. As stated elsewhere, the government has at present over a thousand Dutch teachers and is annually increasing the number. Ultimately the force will probably be at least two thousand. Most of these teachers are men but there are women teachers for instruction in the schools exclusively for girls or admitting girls. The terms of service are liberal and attractive compared with the Philippines, yet I was assured by officials of the Department of Education that considerable difficulty is experienced in securing as large a number as is desired.

In the Philippine school service it has been the practice to appoint a large proportion of teachers from among university graduates with or without special pedagogical training and experience, but the Dutch force seems to be recruited entirely from those who have taken teachers' training courses in Holland.

The normal schools of Holland admit students who have completed the lower schools. The normal course is four years. Pupils receive from the government an annuity of 300 florins for their support. At the end of four years' course they pass a state teacher's examination. Their education does not stop, however, with this examination. Two years later a "head master's" examination may be taken and also state secondary examinations to qualify as a teacher of a special subject, such as modern languages, higher mathematics, drawing, or engineering.

Teachers appointed for Netherlands-India are divided into three classes, first, second, and third, the first being highest, and are promoted on the basis of capacity and length of service. A male teacher holding a head master's certificate receives on original appointment 150 florins (\$80 gold) a month, with an allowance of 50 florins (\$20) for house rent. Even though he may not receive promotion to a second or first class position, he will receive an automatic increase of 50 guilders monthly at the end of each three years until he has been so increased six times. Normal school teachers receive these increases every two years. Second-class teachers are appointed at 200 florins, with 60 florins per month for house rent, and increases of 50 florins per month every three years. First-class teachers receive 250 florins per month and 70 florins allowance for lodgings with similar increments of 50 florins a month after each three years of service until they have received this advance six

times. Thus, at the end of eighteen years, the first-class Dutch teacher receives \$220 (550 florins) monthly and an allowance of \$28 (70 florins) for quarters. Women who are appointed to the position of third-class teacher receive 125 florins, instead of 150 per month, with 50 florins for lodgings, but on promotion to the second or first class they receive the same compensation as men. Upon appointment each teacher is given a gratuity of 700 florins for his outfit, and if he has a special certificate for teaching a modern language or other subject, an additional gratuity of 100 florins if he is a bachelor or 200 if he is a married man. This latter gratuity the teacher is expected to devote to his own insurance, the government maintaining an insurance system for its employees, supported by payments from their salaries. On disability or death the teacher or his family will receive an annuity of not more than 170 florins a month, with additional sums for children. The children on the death of their mother will receive two-thirds of the amount that she drew as the widow of a deceased employee. After ten years of service teachers receive one year of furlough with about one-half pay during the year. The government bears all their traveling expenses from India to Holland and return, both on appointment and on furlough. If teachers are married and have children, the government likewise bears the expenses of every member of the family. It will be seen from this that the contemplated period of service is twenty years, broken by one year of leave, although the probability is that this will shortly be increased to one year of leave in seven years, making two periods of leave for the entire twenty years. After these twenty years of service the teacher may retire on one-fourth pay with certain additions.

The above salaries do not include those which are paid to directors of normal and training schools, nor the salaries of teachers in the higher schools, all of which are very much better. Teachers in the secondary schools receive an entrance salary of 450 florins a month, which gradually increases to 750 florins at the end of twelve years. Salaries of teachers are raised also for certificates of proficiency in certain subjects which include ethnology, native languages, surveying, higher mathematics, drawing, etc. For each certificate, obtained by examination, the teacher's salary is increased 50 guilders monthly.

Taking all of these facts into consideration, the teacher's compensation may be very good indeed; for example, I met a director of a normal school who receives a salary of 500 florins (\$200 gold) per month, plus four increases due to two years service each in the normal school, making an addition of 200 florins, and 50 florins each for certificates of competency to teach Sundanese and engineering, or a total monthly salary of 800 florins (\$320 gold); besides this he is furnished with a very fine house containing seven large rooms.

From these data it will be seen that compared with American teachers in the Philippine service, the Dutch teacher in Netherlands-India has

much better terms of service. He is originally appointed at about the same salary as the original appointee in the Philippines, but he receives an allowance for lodgings, an equipment gratuity, cheap life insurance, and free transportation for members of his family, none of which are received here. Special qualifications are highly prized and amply rewarded by increments to salary. Apart from promotion, the possibility of appointment as director or school inspector, and other promising openings in the service, the teacher receives an automatic increase every three years in ordinary work and every two years in normal teaching. Great emphasis is laid on the scientific knowledge of the native peoples, their ethnology, languages, laws, and institutions and constant incentive exists for the teacher to qualify himself by a study of these subjects, believed to be closely related to his efficiency and usefulness. After twenty years of service he may retire on a pension.

PUBLIC EXPENDITURES FOR SCHOOLS.

Under the strictly centralized system of administration which prevails in the Dutch Indies, all taxes are turned into the general treasury and redistributed for local administration according to approved needs. The expenditures in 1897 for public schools and private schools amounted to 1,255,630 guilders and in 1907 to 2,678,353 guilders, an increase of more than 100 per cent. The estimate for expenses of education during the year 1910 indicates a still greater development of school-work and expenditure. The total estimated cost is 3,570,200 guilders, divided between the following branches of instruction: For the support of public lower and special schools, for general education on Java and Madura and popular instruction in Atjeh, 2,438,000 guilders; for training schools for native officials and sons of chiefs and for the training school for magistrates, 216,300 guilders; for normal schools, 219,500 guilders: for trade schools, 83,000 guilders; for administration, 143,600; for subsidies or grants in aid, 418,600 guilders; for miscellaneous expenditures, 51,200 guilders. Income from tuitions is estimated at 296,200 guilders, leaving a balance to be appropriated by the state of 3,274,000 guilders. The above figures do not include the cost of construction of new buildings which, except for "dessa" schools, is borne by the state and will amount in the next few years to very large sums annually.

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